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Managerial Styles and Human Costs

Rensis Likert

New Patterns of Management. New York: McGraw-Hill, 1961. Pp. vii + 279. $6.95.

Reviewed by CHRIS ARGYRIS

RENSIS LIKERT

Rensis Likert, before assuming the position named in the review, served as head of the Division of Program Surveys of the U.S. Department of Agriculture and, later, as Chief of the Moral Division of the U.S. Strategic Bombing Command. His experience in these noteworthily successful operations, wherein interdisciplinary research resources were brought to bear on problems of both practical and theoretical importance, probably has had a fruition in the form and function of the Institute he heads at the University of Michigan. Outside his own shop he has practiced what he preaches about leadership as president of the American Statistical Association, president of SPSSI, and member of the APA Board of Directors. The reviewer, Chris Argyris, is Professor of Industrial Administration at Yale University. He has had a long and absorbing fascination with the complexity of organizations; and his efforts have reduced the complexity to enough meaningful simplicity so that he could write a dozen books on human relations in industrial and other organizations. His latest volume is the 1962 Interpersonal Competence and Organizational Effectiveness *(Homewood, Ill.: Irwin-Dorsey, 1962).*

RENSIS LIKERT, Director, Institute of Social Research and Professor of Psychology and Sociology (University of Michigan) has written a provocative and very important book for both the researcher and the practitioner. I predict that it will be relevant for many years to come.

The primary purpose of the book is to make explicit some new patterns for managing formal organizations that have been emerging from the extensive research that has been conducted at the Institute. It begins with a theme long associated with Likert. The style of leadership throughout the organization is a more crucial variable than general attitudes toward the company and interest on the job. Likert cites a wealth of research findings to support this view as well as the conclusion that the most effective leaders tend to focus on the building of people as well as the effective use of technology. Technically competent, job-centered, insensitive tough management supported by tight controls can lead to increased production. However, the costs are high and, in many cases, unnecessary. Speaking of costs, Likert presents some most interesting ideas on the values of measuring "human costs" in order to relate them to financial ones.

Likert suggests that effective leaders are seen as supportive, friendly, helpful, firm, just, and interested in their men. They show a high degree of integrity, and a high degree of confidence in their subordinates. The confidence is partially a function of their concern for human beings and partially due to their unabashed emphasis upon "getting the job done." Also, their capacity to act as a "link pin" between organizational levels is most helpful. In doing so, they help their group to develop their views and then represent them accurately to the levels above. This means that the leader must be able to influence his superiors or else his subordinates will not perceive him as being effective. Finally, the effective leader requires a supportive culture in which risk taking and conflict can be used constructively.

If such leadership is to flourish, it requires an entirely new philosophy of

administration embedded in different concepts of organization. Likert differentiates between three types of authoritarian systems (exploitive, benevolent, and consultative) and one that is truly participative. He examines each of them in great detail and insight in terms of such variables as motivational forces, communication, interaction - influence, decision making, goal setting, and controls. Although he does not conclude that the participative will always tend to be the best, Likert's vote would be for organizations to attempt to approximate it.

Interestingly, all the many operating procedures and the performance characteristics of different management systems form an orderly pattern that Likert believes is similar to the periodic table in chemistry. This orderliness may be used to interpolate within the table. Even more important, the orderly relationships can be used, "for extrapolation to discover both the leadership and interactional patterns and the organizational and operating characteristics of a form of organization which we have not yet found fully developed in the business world, namely the participative-group form or organization."

THE MANAGER (of any formal organization) should find the book provocative, and one that presents him with interesting findings and insights. Likert is especially at home when he is developing a new philosophy of management. Indeed, he becomes alive and enthusiastic. At times the book will also be somewhat frustrating to the practitioner. For example, because of the research methods used, it will not be clear to the manager, as to how he must behave if "integrity," "fairness," "helpfulness," and "justice" are to be created. Unless these concepts can be defined behaviorally, then the insights, for the practitioner, will tend to be primarily conceptual.

The more professional reader will find the book an excellent summary of much of the empirical research that has been conducted at the Institute. One is impressed with the wealth of data that has been developed as well as the increasing understanding of leadership and organizations. When Likert is dealing with empirical data, there is little question about his knowledge and control over the material.

However, the theoretical framework that Likert strives to develop, as well as the integration of the "small" group and organizational research, do not seem to come off with the same degree of clarity. The impression is more of a set of concepts such as "group processes," "leadership," "communication," etc., semantically interrelated without the conceptual or logical connections. In fairness to the writer, this is a characteristic of much of industrial research. Also, recently the reviewer has read a monograph by members of the Institute in which they attempted to begin to close this gap.

If a reviewer may recommend some future directions to explore, it would be the relationships of personality variables and the organization on the one hand, and social class status on the other. It should be added that the former has become a central activity at the Institute with its new program on mental health.

One final note. If one remains close to the data, one will find that this book does not recommend that "everyone should like one another" and that "conflict is bad." If it emphasizes values, they are the constructive use of conflict, the mutual responsibility of individuals and organizations, problems of human satisfaction and the challenge of using human potential in the interests of all.

Likert chose to accomplish a Herculean task of setting the foundations for the meaningful integration of an enormous amount of important research. In my opinion, he has written the best book that has become available to the industrial researcher during the past several years.

The Rorschach Americanized

Wayne H. Holtzman, Joseph S. Thorpe, Jon D. Swartz and E. Wayne Herron

Inkblot Perception and Personality: Holtzman Inkblot Technique. Austin, Texas: University of Texas Press, 1961. Pp. vii + 417. $8.00.

Reviewed by NORMAN D. SUNDBERG

All the authors of the present book are Texans but none is natively so. Wayne Holtzman, the senior member of this team came to the University of Texas from his graduate work at Stanford and during the last thirteen years has apparently seen no greener fields anywhere. He is now Professor of Psychology and Associate Director of the Hogg Foundation for Mental Health. Thorpe, Swartz and Herron were all graduate students in psychology while the book was being written. Thorpe and Herron now have received their formal PhD licenses to learn and, by the time the review is in print, perhaps Swartz also will have joined their select society. The reviewer, Norman D. Sundberg, is a product of the University of Minnesota where, under the influence of what Gordon Allport once termed "corn fed empiricism," he was taken with that well known diagnostic device known as MMPI. Since leaving Minnesota he has for some years been at the University of Oregon, where he is an associate professor of psychology. Recently he spent a year as a research associate in the Institute of Personality Assessment and Research at the University, of California, Berkeley. He and Leona Tyler have just finished a new

book, Clinical Psychology: An Introduction to Research and Practice, *to be brought out by Appleton-Century-Crofts in late 1962.*

J. D. Swartz, Wayne Holtzman, J. S. Thorpe, and E. W. Herron

At long last, someone has set out to produce an assessment device possessing both the rich complexity of the Rorschach and the statistical precision of psychometric tests. Holtzman, a professor at the University of Texas, after a number of earlier studies with the old Rorschach, started around 1955 to develop a new technique. This book is a review of research and a manual for administration and scoring. The inkblots themselves and the accompanying forms are published by the Psychological Corporation. The technique, despite some drawbacks, possesses great attractiveness for both clinical and psychometric camps, and I should not be surprised if in ten years it would rival the formidable Rorschach itself in annual number of publications. (If the reader will pardon a pun, it looks as if the Holtzman Inkblot Technique will be a H-I-T.)

Why develop a new technique? Very simply, because the Rorschach method, basically unchanged since its inception in 1921, is lacking in many of the characteristics that make a test reliable and objective. It is too short (10 stimulus blots) and too permissive and variable in administration and scoring, and it does not have an equivalent form for retesting. Earlier and little used facsimilies, such as the Behn and Howard Inkblots, have not provided adequate psychometric correctives. Holtzman has developed two parallel forms of 45 inkblots each. The subject must report only one percept for each card, after which there is a rather specific inquiry. Through painstaking efforts, Holtzman and his colleagues have produced fair to excellent reliability on 22 scores, all of which can be punched into IBM cards for analysis by computers. Norms for children, normal adults and some hospitalized patient groups are presented, as are correlations with other tests and one illustrative case. The book would be a necessary reference for those interested in working with this new technique. The numerous tables and the wealth of detail on scoring and preparation of results for analysis would speed the work of the person wishing to do research.

Administration of the test is not difficult to learn. Disappointingly, the Holtzman test has not removed much of the looseness of the Rorschach inquiry nor the susceptibility to examiner influence. Although the book reports only on research with individual administration, group administration is possible with some modifications, and early results suggest close similarities with the individual form. (Group applications may be limited, however, by the fact that the test is a little too long for the academic hour!) Scoring still requires quite a bit of judgment, although the book indicates that clerks can be satisfactorily trained to administer and score the test with only a few weeks of training.

Those familiar with the Rorschach will already recognize many of the Holtzman scores such as those for reaction time, location, space, movement, shading, populars, and color. Scoring for form includes an important differentiation between the definiteness and the appropriateness of the response. Beck's Z score appears as Integration. Following recent trends toward analysis of Rorscach content, there are scores for Pathognomic Verbalization, Hostility, Anxiety, Barrier and Penetration, as well as the usual scores for human, animal and anatomical responses. (As with the Rorschach, one wonders whether such content could be elicited as well or better from a structured interview.) All of these scores are given generally clear descriptions and illustrations in order to facilitate rating agreements. For trained workers, intra-scorer consistency and inter-scorer reliability is adequately high. Split-half reliability differs greatly on the variables; it is surprisingly low for the Popular category. Extensive test-retest work also indicates many differences among variables, ranging for instance, from .36 for Popular to .81 for Location for college students over a one-week period.

Research on validity has been mainly confined to correlations with concurrent variables and to group differences. Similar Rorschach and Holtzman scores correlate moderately (ranging from .30 to .79). Some variables on the Holtzman, such as Movement, Integration, and Form Appropriateness, as on the Rorschach, show significant but low relations with measures of intelligence and cognition. Very few significant correlations were found with personality inventories. Holtzman anxiety and hostility are unrelated to Taylor, Sarason, and Siegel paper-and-pencil anxiety. (When will we get an adequate theory for clearing up this confusion of measures bearing the same label but sampling different kinds of behavior at different levels of communication?) Factor analytic studies on 16 samples show three factors with considerable uniformity (roughly suggesting perceptual maturity, sensitivity to nonform stimulus properties, and autistic, emotional fantasy) and some additional

factors with less clarity. There are significant age trends on several variables such as increasing Form Definiteness and Movement and decreasing Color as one moves from children to adults. A multivariate approach was used to develop weights for successfully discriminating schizophrenics from normals. However, the practical value of this procedure against ordinary hospital base rates was not discussed.

There seems to be little doubt about the strength of the psychometric underpinnings of the Holtzman Inkblot Technique developed so far. The Rorschach-type protocol is still there to delight the clinician and stimulate his dynamic hypothesizing. The greatest limitations, on which future work might well concentrate, lie in two areas—the theoretical and the practical. In reading the book I was torn between admiration for its psychometric care and constraint and a wish for some of the European conviction and clinical speculation that has characterized the Rorschach of the past. This conflict can be resolved if it is possible to relate Holtzman variables and configurations to testable theory. At the present time, one searches in vain for an integrated rationale for the choices the test developers have made along the way and for a guide to interpretation. The work has concentrated on developing a good technical instrument simply appropriating the theoretical concepts from the hodgepodge of ideas that have grown up around the Rorschach. It is hard to imagine that the Rorschach, which has generated thousands of publications and unrestrained clinical enthusiasm, does not relate to some important underlying constructs. This new version may provide just the right assistance to prove (or disprove) these ideas.

The practical side of the Holtzman needs much development. The paucity of conceptual framework is reflected in the interpretation of the test. A great deal of attention needs to be devoted to the manner in which the test is to be interpreted clinically as well as statistically. What sort of adjectival and Q-sort descriptions are related to its patterns? How consistent are they? The interpretations in the one illustration in the book strike one as weak and unconvincing, especially if they are separated from the case history. Perhaps the authors are just being properly cautious at this stage. Many studies of predictive validity (not concurrent validity) are needed. It remains to be demonstrated how much "incremental validity" the test possesses—does it add anything above and beyond the clinical base rates, the case history, the MMPI? Is the increase worth the time to administer and score and interpret the test (probably at least the Rorschach's estimated four hours) as compared with other assessment techniques?

No technique can be expected to be useful in measuring all aspects of personality. The Holtzman, on the basis of very limited research so far, seems to be related to perceptual, cognitive and conceptual aspects of a person, but possibly not to social interaction nor to some levels of self-description. Where in the realm of personality will it fit most efficiently? The history of initial enthusiasm and later disillusionment with projective techniques tells us that the answers to these questions will require many years of well-coordinated research. But if ever the line of inquiry started by Rorschach is to be put on a sound scientific basis, it will be in the direction taken by the Holtzman Inkblot Technique.

Scores, Schools, Children, Cookbooks and Rorschach

Cécile Beizmann

Le Rorschach: Chez L'énfant de 3 à 10 Ans. (Actualitiés Pedagogiques et Psychologiques, Institut J. J. Rousseau.) Neuchatel: Delachaux & Niestlé, 1961. Pp. 295.

Murray H. Sherman (Ed.)

A Rorschach Reader. New York: International Universities Press, 1960. Pp. xvi + 440. $7.50.

Samuel J. Beck, Anne G. Beck, Eugene E. Levitt, and Herman B. Molish

Rorschach's Test. I: Basic Processes. (3rd rev. ed.) New York: Grune & Stratton, 1961. Pp. x + 237. $6.00.

Reviewed by PHILIP ROOS

Cécile Beizmann author of the first book listed, is director of research at the Centre National de la Recherche Scientific and also director in charge of the study seminar on the Rorschach at the Institut de Psychologie de l'Université de Paris. She has published extensively on assorted aspects of the Rorschach. Murray Sherman, editor of the second volume, received his doctorate from Columbia's Teachers College and is now Chief Psychologist at the Theodor Reik Clinic as well as in private practice in New York. Samuel J. Beck received his PhD in 1932 from Columbia University and has been publishing regularly on Rorschach's test ever since. He is now on the staff of both the Department of Psychiatry and the Department of Psychology at the University of Chicago, is a lecturer at Northwestern University and maintains a contact, begun in 1936, with Michael Reese Hospital. Beck's collaborators here are

Mrs. Anne G. Beck, his wife, who is a psychiatric social worker, Eugene Levitt, a clinical psychologist now a member of the Department of Psychiatry of the Indiana University Medical Center and Herman Molish, clinical psychologist on the staff of the Bethesda Naval Medical Center. Philip Roos, the reviewer, received such an enlightening BA from Stanford that he was moved to move to the University of Texas, where he received his clinical doctorate. After that he served as senior assistant scientist in the USPHS hospital at Ft. Worth, taught for a while at Texas Christian University, and held the position as chief clinical psychologist at Timberlawn Sanitarium in Dallas. Now he is Supervisor of Psychological Services, Board for Texas State Hospitals and Special Schools, State of Texas, a position sufficiently demanding that any incumbent who also reviews books must be regarded as remarkable.

THE MAIN common element in these three books is their concern with Rorschach's test. Beizmann presents research findings with children, Sherman has compiled a varied anthology of papers, and Beck has revised once again his basic volume on Rorschach scoring.

The title of Beizmann's book in some what deceptive, in that it covers a great deal more than children's Rorschach responses. The research data gathered from 360 "normal" children between the ages of 2 years 9 months and 10 years at times seems incidental to the content of the work. Beizmann has attempted to condense in this rather brief presentation a treatment of the administration, scoring, interpretation, and rationale of the Rorschach test, as well as to deal with discrepancies and similarities between different "schools." In spite of occasional inaccuracies in the interpretation of other "schools" (for example, Beizmann describes Beck's Y score as indicative of "vista" and she introduces some confusion in her discussion of Klopfer's Dd categories), there is a richness and depth of material and a laudable effort at integrating many of the more widely accepted approaches to the Rorschach.

Beizmann's own results are difficult to "tease out" from her detailed discussions of the Rorschach. She graphically presents age comparisons in terms of absolute number of responses, per cent of responses, and per cent of children giving responses. No attempt is made to establish significance levels. She compares her findings with those of other authors—such as Beck, Ames, and Loosli-Usteri—and attempts to reconcile discrepancies on the basis of differences in scoring, noncomparable samples, and socio-cultural influences.

In contrast to most American authors, Beizmann emphasizes the mode of apprehension (i.e. location of the response) at the expense of determinants and content. She devotes 80 pages to "approach," 68 pages to "determinants," and only 37 pages to "content." The shading determinants, for example, which receive considerable emphasis by most American workers, are almost completely omitted from the discussion. Another striking difference between Beizmann and most Americans is her emphasis on the typological approach. Rorschach's *erfassungstypus* and *erlebnistypus,* largely discarded by many of the American contemporaries, are discussed in detail by Beizmann and become foci for Rorschach interpretation.

The most serious limitation of this book is its lack of practicability. In contrast to Ames' "cook book" presentation, Beizmann's information is so deeply imbedded in the morass of theoretical and speculative discussion that it has become almost inaccessible to the practicing clinician in need of a quick reference. The lack of an index rather effectively eliminates the book as a potential reference source. As a research presentation rich in illustrative and speculative material, the work has merit, although the experienced Rorschach reader may feel frustration in meeting so many old and familiar landmarks in his search for Beizmann's unique contributions.

A RORSCHACH READER consists of 28 articles gleaned from 14 journals spanning the years from 1925 to 1958. Included are research studies, case presentations, and theoretical discussions. This highly heterogeneous assortment of papers is given some continuity and integration by the editor's brief introductory comments which preface each presentation. He has attempted to relate the specific contributions to the general body of Rorschach literature as well as to his own dimension of "constriction-dilation."

The book is divided into five main parts. The first part includes 8 papers dealing with psychopathology. With the exception of Seymour Fisher's paper on conversion hysteria and Evelyn Hooker's excellent study of Rorschach findings and homosexuality, all the papers deal with psychotic conditions. The second section of the book consists of 5 articles focussing on the implications of Rorschach findings for vocational choice. The articles selected are generally sound and appropriate, but might lead to a spuriously optimistic evaluation of the Rorschach as a predictor of vocational success. Of particular interest are the somewhat conflicting studies of creativity by Anne Roe and Walter Myden. The three papers comprising the third part of the book introduce the reader to difficulties encountered in anthropological applications of the Rorschach and to some sample findings of such applications.

In the fourth section of the book, Sherman has included five experimental investigations of the Rorschach, including Anne Munroe's study of the relationship between Rorschach findings and A. C. E. constellations and the excellent paper by Julian Meltzoff *et al* on motor inhibition and the M response. The papers are of uniformly high quality, but it is somewhat surprising to note the absence of any of the many studies reporting clearly damaging results to the Rorschach, such as the work on "color shock" by Lazarus, Siipola, etc.

The final section of the volume is devoted to seven papers on Rorschach interpretation. A. Furrer's paper on the meaning of M and Ernest Schachtel's discussion of color responses are classics in expounding the rationale behind formal Rorschach interpretation. Fred Brown's study of dynamic factors in content is representative of the "clinical-qualitative" approach to interpretation. Perhaps the most sobering paper

in the entire book is Richard Wittenborn and Seymour Sarason's telling presentation of exceptions to Rorschach indications of pathology.

Because of the very broad area covered by this anthology and the relative lack of clinically applicable material, it will probably prove to be of limited use to the practicing clinician. On the other hand, these very factors suggest that the book should be of value to students as an introduction to the unwieldy literature on the Rorschach. It might be a valuable supplemental text in introductory Rorschach courses.

BECK'S third revision of his well-known *Basic Processes* introduces few modifications. Clinicians will welcome the revised and simplified F^c tables, which now include graphic outlines of the D and Dd locations, and which are based on a recent normative investigation. A few changes are introduced in the D and Dd tables, and popular responses now number 21 instead of the previous 20.

Although the primary purpose of the book is to present Beck's scoring system, he skillfully relates scoring to empirical research, earlier writings, and the rationale of interpretation. It is regrettable that the principles of scoring are frequently not made explicit, so that the reader is forced to reach these principles through inductive reasoning from the many illustrative responses. The illustrative material would be of considerable more value if the inquiry were included. As it is, the reasons for scoring are frequently unclear and at times the scoring appears inconsistent.

In spite of the marked differences between these three books in content, purpose, and orientation, some common elements can be found. The books are symptomatic of the high level of interest in the Rorschach which remains in the face of the increasing evidence casting doubts on the test's validity. Unlike other recent publications, however, these works reflect a healthy concern with empirical validation, with the development of refined norms, and an increasing sophistication regarding the influence of socio-cultural factors. In short, focussing the light of research on the Rorschach is leading to its refinement and modification, but—judging from these three books—not to its abandonment.

Words About Words

Charles N. Cofer (Ed.), with the assistance of **Barbara S. Musgrave**

Verbal Learning and Verbal Behavior. New York: McGraw-Hill, 1961. Pp. v + 241. $5.95.

Reviewed by SLATER E. NEWMAN

Charles N. Cofer, editor of this volume, is Professor and Director of Graduate Studies in Psychology at New York University. Ever since his graduate work at Brown University he has been fascinated by verbal behavior and has emitted quite a bit of it—dealing with verbal behavior and other psychological matters. Barbara Musgrave, who assisted with the editing, is an assistant professor at Smith College who does some deaning on the side. The reviewer, Slater E. Newman, is an associate professor of psychology at North Carolina State College. He was apparently infected by a prevailing fascination at Northwestern University in the early fifties and still concerns himself with paired-associate, serial and concept learning. He reports that the click of the memory-drum or the sight of low association-value CVC trigrams remain conditioned stimuli to excitement.

FOR THOSE who may have believed "verbal learning" to be dead and its obituary already written, the contents of this book will prove informative, surprising, and perhaps even exciting. The book presents the proceedings of a conference on verbal learning and verbal behavior held during the fall of 1959. The objectives of the conference were to identify problems of theory, issue and method and to stimulate discussion of these problems by a small number of scientists who have been actively engaged in research and theorizing in the traditional area of verbal learning.

Each of seven participants presented a paper which was given a critique by a discussant. Both the paper and its critique were then discussed by all assembled. Papers were presented by Deese, Goss, Bousfield, Russell, Noble, Postman and Underwood. These were commented on by Cofer, Jenkins, Osgood, Mandler, Jenkins (again) Melton and Noble respectively. An introductory and concluding section were prepared by Cofer, who, with the assistance of Barbara Musgrave, edited this volume.

There are several ways to characterize this book. First, a number of topics important not only to the student of verbal learning but to psychologists of other interests are identified and discussed: how already established language habits affect the acquisition of new verbal habits; the relationship between initial ability level and rate of learning; the adequacy of interference theory in explaining forgetting.

Second, as one might expect from this group of participants, the book is research-oriented (usually, though not exclusively, toward laboratory research). Experimental findings abound, and the pages are replete with research implications. In a few areas in which empirical information is scarce, suggestions for research programs are offered.

Third, there is controversy: whether associations during recall are edited; whether labeling is involved in the functioning of all conceptual schemes; whether standardization of materials is desirable; whether the meaning of a term is something other than the associations it elicits.

Fourth, the book is up-to-date. Of those articles on the list of references (admittedly an imperfect criterion) approximately 50% were published after 1955, 70% after 1950.

Finally, a variety of approaches is used. For example, two of the papers each summarize a fairly large volume of research, another is mainly speculative, while a fourth reports on implications of findings from a few recently completed experiments.

Among the trends which emerge

from this volume, two are of special interest. The uninitiated may be most surprised at the disenchantment with use of nonsense syllables in the study of de novo associations. There remain, however, proposals that the nonsense syllable (a member of the class of CVC trigrams) may be useful in the study of the encoding process, in study of the effects of prior learning on the acquisition of new associations and (I might add) in the study of behavior on tasks requiring discovery. Such proposals suggest that this kind of material will be around for a long time.

Of related interest is that several of the participants have, apparently through necessity, become increasingly concerned with natural language habits, e.g. how grammar is learned and is subsequently evident in speaking and writing behavior. Perhaps this increase in interest in "real-life" problems is related to an apparent increase in the number of psychologists who list one of their interest areas as verbal learning.

The papers are predominantly of high quality. They will repay study especially by those who have been engaged in research in any aspect of verbal behavior. They will be of value also to those nonspecialists inquisitive about the current temper and direction of work on verbal phenomena. Particularly instructive is the paper by Russell questioning the comparability of experimentally-established and naturally-established verbal habits, and those by Postman and by Underwood evaluating respectively the current status of interference theory and of Eleanor Gibson's generalization theory. Both should be added to current reading lists on "human learning and forgetting."

There is room for improvement in the format of this volume. The specialist and nonspecialist alike would profit from more comprehensive presentation of each group discussion (as in the 1955 Minnesota conference on associative processes). In a few cases, brief abstracts of the relevant findings from experiments referred to in these discussions may have proved helpful, particularly for the nonspecialist.

Despite these relatively minor limitations we can be grateful, both to the participants and to the sponsors, New York University and the Office of Naval Research. The book identifies and deals effectively with several important current problems from the realm(s) of Ebbinghaus and Bartlett.

A Report on a Report on Perceptual Change

William H. Ittelson and **Samuel B. Kutash** (Eds.)

Perceptual Changes in Psychopathology. New Brunswick, N. J. Rutgers University Press, 1961. Pp. v + 262. $9.00.

Reviewed by EUGENE E. LEVITT

William Ittelson, professor of psychology and department chairman at Brooklyn College, has maintained before and since obtaining his 1950 Princeton PhD a dual interest in perception and in psychopathology. He recently reviewed for CP *the book* The Morning Notes of Adelbert Ames (CP, *March, 1962,* **7,** *83). His co-author here, Samuel Kutash, is now a privately practicing clinical psychologist. Formerly he was chief of psychological service at the East Orange, New Jersey VA Hospital. Eugene Levitt is chief, Section of Psychology, Department of Psychiatry, Indiana University Medical Center. Also he is psychology co-ordinator at the Marion County General Hospital in Indianapolis as well as consultant to the Institute of Psychiatric Research in the center in which he holds his primary position. He has long had an interest in perception, particularly as it is involved in the phenomena of projection. The results of his collaborative work with Samuel Beck are reviewed elsewhere in this issue (p. 246).*

THIS BOOK is a detailed progress report on a long-range research project which began at the East Orange (N. J.) VA Hospital in 1953. It is not a continuous treatise on either perceptual change or psychopathology, but rather a collection of 14 individual papers—seven of which are reports of doctoral dissertations—which hang together loosely in a single theoretical framework, sometimes called "transactionalism."

Transactionalism is a somewhat fancy label applied to a viewpoint which is far from new. It is probably more widely understood simply as "perception theory"—an espousal of the primacy of perception, both sensory and cognitive, as the basis of the development of personality and the genesis of individual behavior. It has already provided a cornerstone for the theories of Floyd Allport, Gardner Murphy, and Carl Rogers, among others.

The broad hypothesis underlying the research project is that mental health is a function of perceptual flexibility, i.e., "the capacity to change one's perceptions of persons, objects, situations and events. . . ." If perceptual flexibility can be defined operationally, the result would be "a criterion of mental health which would prove useful in clinical and experimental work and would avoid the shortcomings of the pathological, cultural, and statistical definitions."

This assumption, as well as the basic theoretical structure, is not difficult to challenge. However, since any value in this book resides in its experimental reports, it is questionable whether an assault theory would serve any useful purpose at this point.

Most of the research reports in the book represent attempts to utilize the ingenious visual distortions and illusions described by Adelbert Ames (Dr. Ittelson will be remembered as the author of the *Ames Demonstrations in Perception*) in the identification and treatment of psychopathology. The approach is the attempt to demonstrate that emotionally disturbed individuals manifest both greater perceptual distortion and a greater rigidity in adjusting perception to the requisites imposed by illusions.

A considerable degree of originality and ingenuity is manifested in the 12 experiments which are reported, and the level of methodological sophistica-

tion is generally high. Nevertheless, the restricted range of subject matter limits the practical utility of the book. Obviously, it is not intended to be, nor can it qualify as, a comprehensive volume on perception. It has little, if any, clinical application. Its value is primarily scientific, and experimentalists in the perception area as well as those who do research in the clinical area should find the experimental reports stimulating, thought-provoking, and a source of potentially fruitful experimental ideas. In this sense, the work constitutes a praiseworthy addition to the *bibliotheca* of a growing science.

Young Hedonism with a Grain of Salt

Paul Thomas Young

Motivation and Emotion: A Survey of Determinants of Human and Animal Activity. New York: Wiley, 1961. Pp. xxiv + 648.

Reviewed by CLIFFORD T. MORGAN

Paul Thomas Young has long been professor of psychology at the University of Illinois. Almost every psychologist has had contact with one or more of his research papers on animal preferences for food and with one or both of his books on motivations, mentioned in the review. Clifford Morgan, the reviewer, has assumed a brand new position as lecturer at the University of California at Santa Barbara. His friends will not be surprised if, with all his versatility, he starts his brand new job by lecturing on brand new areas. If he sticks to his best known last, however, he will deal with physiological psychology, as in Morgan and Stellar Physiological Psychology *or as in Morgan in the 1957 Nebraska Symposium* (Physiological Mechanism of Motivation) *or as in a later Morgan* ("Physiological Theory of Drive"), *appearing in Psychology: A Study of a Science, Vol. I* (S. Koch, Editor). *Or he may lecture in the beginning course, letting some hundreds of students get personally acquainted with the Morgan who is known to some hundreds of thousands of other students as a textbook,* Introduction to Psychology.

READERS will recall Professor Young's two earlier books: *Motivation of Behavior* (1936) and *Emotion in Man and Animal* (1943). They might expect this book to be the two rolled into one and updated. This is true only in the title and field covered. Actually, this is a new survey of the field and the great bulk of the text is entirely new.

There is considerable bulk. Besides 602 pages of readable text, there are 6 pages of questions and exercises and an excellent bibliography of 500 or so references. And for the survey it is intended to be, it treats the literature in considerable detail. It's a scholarly book.

On the other hand, it is plainly a textbook. Rather little is taken for granted, and most concepts and experiments are didactically explained for the not-too-advanced student. Probably most students can handle the material in the book after a solid introductory course, especially if the course has been long on animal psychology and short on Freud.

But both the students and teachers who are interested in Freud and more generally in human dynamic psychology are bound to be disappointed with the treatment. There *is* a section on Freudian dynamics, and there *are* brief discussions of Murray's and Maslow's systems of needs. Indeed, almost every concept and viewpoint that has anything at all to do with motivation is touched on. The emphasis, however, is clearly on animal and physiological studies, and the author makes no bones about it.

"One reason," writes Young, "for writing this book has been to present the findings from our laboratory at the University of Illinois and to relate our work to that of others." He proceeds to do that, giving a clear account of his hedonistic theory of motivation and relating it, as well as his research on it, to many other studies and notions. One might almost call the results an *opus Magnum,* for it ties together Professor Young's lifelong research and thinking on animal motivation.

It does this with surprising modesty, restraint, and respect for the work of others. Almost every point of view is given its fair due. He goes to some pains to explain that the hedonistic factor is not the only one; rather he takes the "multifactor approach" to the analysis of motivation.

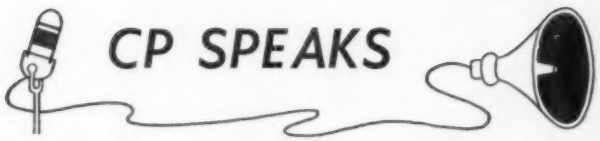
Perhaps this is carried too far. Sometimes one hopes vainly for a firm stand on an issue. Certainly at no point are we presented with a coherent or inclusive theory of motivation. But perhaps none is possible, for the reviewer strongly sympathizes with Young's feeling that, "The present state of motivational psychology reflects a more general condition within psychology as a whole. Psychology itself is in an emotionally disturbed state and in need of some kind of reorientation" (p. 598).

Despite its wobbly position and somewhat unbalanced emphasis, the book is one that we really need. It is a comprehensive treatment of the physiological and comparative aspects of motivation and emotion. It gives a good account of Professor Young's enormous contributions to the field. It is written so students can understand it and learn from it. And it provides a sorely needed textbook on the subject.

"Can't you give me brains?" asked the Scarecrow.

"You don't need them. You are learning something everyday. A baby has brains, but it doesn't know much. Experience is the only thing that brings knowledge, and the longer you are on earth the more experience you are sure to get."

—FRANK BAUM
The Wizard of Oz



CP's Exclusions

In the eyes of some of its readers, *CP* at least occasionally reviews a book it should not. It is the judgment of other, and understandably fewer, readers that *CP* fails to review some books it should. Its sins of commission, if it remains amenable to cybernetic adjustment—and it does—are correctable. When a book is reviewed, anybody who wants to know about it can. And there are a number of people who did not know they wanted to know about it but actually did, and do, and are glad. Others did not want to know, do not want to know, are unhappy at being made to know, and say so. Feedback comes and there is a lessening of the likelihood that the same mistakes will occur again. These sins of commission yield feedback that is quicker and thicker than that arising from sins of exclusion. If a book is not reviewed, particularly if that book is one not widely advertised to psychologists and not hotly peddled by publishers' field men, *CP* may have made an error at least as grievous as that of reviewing a book it should not have, and an error for which it is considerably less likely to be policed. Relatively few of *CP's* readers know about books not reviewed. The author frequently knows, but through politeness or diffidence or anxiety, unreviewed authors infrequently write to *CP*. Nor do their friends. So *CP* may lack the feedback to correct itself. Its best friends would be glad to tell it, but they have inadequate cues. Perhaps the journal needs new mechanisms to note the books deliberately not reviewed. Or perhaps it will be enough to describe some of the excluding procedures that go on beyond its conspicuously open but distant doors.

During the eight months between the first of April and the last of December in 1961, a total of 596 publications were sent to the Texas office of *CP*. Each of these publications was judged by somebody to be suitable for review in the journal. Of the 596, 557 were listed as books received. These, in the editor's view, were all genuine books and of some probable interest to at least a few psychologists. Of these listed, however, 215 were not, and very probably will not be, reviewed.

Who does the excluding? Officially the editor excludes; at least he assumes responsibility for it whenever he must respond to angry or plaintive letters from authors or their friends. Actually, the discrimination and wisdom involved in exclusion is that of *CP's* thirty consultants who, singly or plurally, make recommendations to the editor.

On what grounds are books deliberately not reviewed? There is evidence, of sorts, bearing on this question and it is evidence that *CP's* readers might well consider if they want to know what is being done for and maybe to them. There follows a bit of analysis of the reasons given by the consultants to support negative recommendations on the books referred to them during eight months of operations in 1961. The responses do not lend themselves to any but very crude quantification and perhaps even the following categorization does some insult to the complex nature of the judgments involved, but in the following illustrative comments from consultants one can find numerous cues about the sort of book to write if he wants to be sure *CP* will not review it.

Lack of Scholarly or Scientific Substance

More books are excluded from *CP* on grounds that can be labeled "lack of substance" than for any other reason. A number of these books are written by non-psychologists on topics that seem at least superficially psychological in nature and many of them are aimed at "the general reader." Such books rarely, if ever, see *CP's* light of day. Others may be aimed at psychologists but are judged to have missed the mark, so that the miss is merely a miss rather than a significantly substantive matter. There follows a sample of comments that seem to illustrate the category of insufficient substance.

> I would definitely recommend no review; the book is a chatty series of admonitions to the layman.
>
> Mostly inspirational cliches, just as the title implies.
>
> Why should we review this unless it is written by a psychologist with a clear-cut psychological plan? Perhaps it is better for the *Saturday Review*.
>
> I'm glad this author is not a psychologist; he seems to me to have a remarkable genius for articulating the perfectly obvious. Not a bad book for high school students, but let's not take up *CP* space with it.
>
> It is "not written primarily for research workers"—rather for "untold thousands who have had parapsychical (or psychic) experiences."
>
> I see no good reason for a review of the book in *CP* even though the author does need to have his knuckles rapped for sloppiness. It is not a book on or about psychology.
>
> There are lots of tables of more-or-less psychological data, but I find little to get excited about.
>
> All the boys with grants from the same source got together and exchanged progress reports. Maybe it will become a proper book in a few years.
>
> My word! Does somebody seriously think this is psychology? Somebody has a crazy image of us or you'd not have received the book.
>
> This is an overview of a projected program of research with a little breast-beating adventitiously thrown in.
>
> It is a rehash of a certain kind of dynamic psychology which is a good rehash but duplicates at least fifteen similar books.

The book is an artistic hodge-podge of Jung, Existentialism, Art, the Talmud, the Bible, Art, Poetry, ART, and something about psychotherapy.

The author, not a psychologist, does a lot of fancy scaling of data from a long interview schedule, but doesn't emerge with much that isn't either known or expected.

I read it word for word and can accept it as literature but hardly as scientific or even semi-scientific reporting.

Essentially it is a rather low level, pedestrian "cookbook" on How To Teach—with special reference to medical education.

This is another production by an MD, which deals with an essentially philosophical approach to life and clearly, in my opinion, merits no review. (I do not know why physicians seem, almost as much as mathematical physicists, to turn so readily to this kind of metaphysical speculation.)

It seems to me that it not only has limited distribution and also limited appeal. There is some interesting material in it but 10 Rorschach case studies are hardly worth a review.

Nothing New

The second most frequently cited reason for not reviewing books is the perceived failure to add anything new to the literature. The simplest case in this category is that of a reprinted textbook. Then there are alleged revisions that are not significantly different from reprints. And there are books of readings and collections of previously published articles. The consultants have difficulty with these new collections of old materials; frequently they are negatively inclined, but nervously so, for it is sometimes difficult to tell the difference between creative synthesis and routine rehash, or between a good rehash and a mere reprinting.

There follows an array of consultant's reactions to the not new in the books referred to them.

Revision, nothing new. Or nothing that I can find on a half hour inspection. Let's not review it. List it and leave it.

This second edition follows rather closely his first edition, which was carefully reviewed. Thus I doubt that it is necessary to review it again unless there are unusually significant changes, which I do not find.

An interesting enough little monograph, but it was first published in the late 40's.

If this is reviewed, I can see the flood gates being opened for the review of lots of other books that were around long before *CP* was born.

This is a book which has seen many editions, as you know, and I am certain, although I have not had the opportunity to check this out, that it was reviewed in one of its earlier versions.

I recommend no review on the ground that this particular revision is not an extremely radical one and on the principle which will generally guide me in making recommendations that second revisions of texts do not justify review in *CP*.

All its chapters are reprints of other writings adjusted to this volume, but none of them makes enough difference to warrant space in *Contemporary Psychology*.

Though you'd never know it by its labeling this is a reprint of a 1949 book. Not only does it deserve no review but the publisher deserves a nasty letter.

He has written the main theme of this book in at least three previous books and the current one is a horribly complicated mish-mash of his own personal struggling.

It is essentially a collection of pieces from most of the important names in a variety of fields with apparently little that is new and with no effort at editing or commentary.

Not Psychology

A third category of negative decisions includes a variety of judgments concerning the borders where psychology stops and other fields of science or scholarship begin. These borders are not very distinctly drawn, for our consultants will sometimes recommend reviews of books in other fields if these books appear to be the sort that will educate psychologists in a way that psychologists will like. The consultants do have occasional bursts of pedagogical verve. During a year, however, a fairly large number of books received by *CP* are nominated for exclusion on the ground that they fall on the other side of the many strange borders of psychology. The fields on the other side of psychology's borders, fields to which our consultants relegate books, include education, sociology, philosophy, mathematics, religion, physiology, psychiatry, and linguistics. (Books judged to fall on the other side of the border between substance and no substance, sense and nonsense, were dealt with in the first category, mentioned above.)

This book is written for teachers and contains such a secondary or tertiary treatment of learning theory, in a relatively small space, that I do not think it merits review in *CP*.

Both these are books by sociologists on essentially sociological problems. Not worth reviews.

Definitely *no*. Philosophy? Metaphysics?—Certainly not in scientific domain, or of professional interest.

Texts authored by mathematical statisticians would usually not be reviewed either because of the difficulty of getting a competent reviewer or because (if one could find a competent reviewer) the review would of necessity be too technical for all but a dozen or so readers of *CP*.

Primarily a treatise on philosophical or logical methodology.

It's pure philosophy. Maybe psychologists ought to be interested but they will not be and it's not *CP's* business to reform psychologists.

This seems to be devoted to descriptions of "how to teach" something and in my book would fall in the category of curriculum, i.e., strictly an educational frame of reference, rather than psychology.

My bias is that applied statistics books written by non-psychologists should not be reviewed unless the content is such as to be useful to psychologists.

The book is intended more for religious workers than therapists, and contributes nothing of much value even to psychologists interested in pastoral counseling.

In the last analysis I decided it was more for *Pastoral Psychology*.

These are both psychiatric books which would not be either useful or of interest to *CP* readers.

Has excellent papers, but most of them are aimed at physiological mechanisms at a cellular level and none that I could see had any particular behavioral significance.

Only one of eight contributions is by a psychologist and in view of the disconnected nature of the contributions I do not think that we need to review it.

Too Specialized

During any year *CP* will turn its back on a few books on the grounds that they are too specialized. There seems to be a working assumption that any review appearing in *CP* should be of interest to an unspecified number, always greater than one, of readers. There follow a few comments about books judged to be too specialized to be of anything approaching wide interest. Tests and test annuals, of course, are by explicit policy, not reviewed.

This book is a dusty factor analysis of minor importance; lots and lots of variables and ratings and a group of factors nicely named at the end. No, I say.

It not only is probably not a book but a monograph but also it would hold minimum interest and utility for *CP* readers.

It actually turns out to be a highly technical and involved discussion of a specific situation which is probably known largely to psychoanalysts themselves and probably would be of very little interest to most psychologists.

It's very good but rather special and far out for psychology, I think.

I have a copy of this "book" and I have read it. I do not think it should be reviewed in *CP*. It is comparable to our *Psychol. Monogr.*, and appears to be much like a usual PhD dissertation. Furthermore, it is dealing with a very narrow topic and the experimental work presented leaves much to be desired. I just don't believe things like this should be reviewed.

In my opinion this volume is not in keeping with the usual kinds of material reviewed in *CP*. It's a new test and if we decide to have a section in *CP* periodically to review new tests then this volume could be so included.

However, under the present setup I cannot see this volume being reviewed.

Infinite Wisdom would say that *CP* still reviews some books it should not and that it wrongfully excludes others. But Infinite Wisdom can speak on these matters only through *CP's* system, a system at the center of which are the human, conscientious, fallible, intricate, perceptive, sometimes grumpy and rarely hostile psychologists who serve as consultants. The system has the virtue, sometimes perceived as a weakness by the impatient and the falsely certain, of openness. Which means that any reader can, by taking thought, have an influence upon it.

Trouble with Accidents

Association for the Aid of Crippled Children

Behavioral Approaches to Accident Research. (Papers presented at a conference on research in accident prevention, West Point, N. Y., 20-21 Oct., 1960.) New York: Association for the Aid of Crippled Children, 1961. Pp. x + 178. $1.50.

Reviewed by Roger G. Barker

Each of the fifteen contributors to the present volume, mostly psychologists and sociologists, has a biography that led him, at least with some appropriateness, to an intellectual concern with accidents. Roger Barker, the single reviewer, also has a biography, and one already known to most of CP's *readers. He is Professor of Psychology at the University of Kansas and is Director of the University's Midwest Psychological Field Station at Oskaloosa, Kansas. For years he has been concerned with behavioral phenomena, including alleged accidents, as they occur in nature. His recent books written in collaboration with H. F. Wright include* Midwest and its Children, *and* One Boy's Day. *A book soon to come from Appleton-Century-Crofts,* The Stream of Behavior, *will report the latest work at the field station.*

Accidents are the leading cause of death and disablement in children, and they are near the top of the morbidity and mortality tables at all ages; they are a severe economic burden upon industry and upon welfare programs. Accidents are so insistent a social problem that a profession of safety specialists keeps tabs on accidents and strives to reduce them.

Since behavior is implicated in almost all accidents, it is a fair question to ask: What do the behavioral sciences have to say about the investigation, the causation, and the reduction of accidents? To answer this question, the Association for the Aid of Crippled Children sponsored a conference attended by 38 behavioral scientists and safety specialists. The fourteen working and discussion papers presented in this volume have many sensible things to say to safety specialists about accidents and their investigation. They have some important things to say to psychologists about psychology, too.

For the most part, and for good reasons, psychologists pick from the total heap of behavioral material those bits and pieces to investigate which fit the current rules of the psychological game. Tests, questionnaires, interviews, and experiments are fashioned to put appropriate questions to Nature, and to guide the evidence she provides into the slots of today's processing machines, formulae and theories. This is good up to a point. But too much regard for current scientific canons and arrangements marks the end of science and the beginning of dogma. A vigorous science continually breaks its own rules. One aim of science is to reformulate its concepts, restate its problems, and change its techniques in order to encompass more and more of its phenomena. For this aim, inadmissible data are admissible, inappropriate questions are appropriate, and Nature's unguided evidence is essential.

The papers of this book make it clear that accidents provide excellent behavior data upon which to stretch the boundaries of psychology. Among some other scientifically awkward characteristics, accidents are unpredictable, they are accidents, in fact; accidents are unobservable, except by chance (because they are unpredictable) and can usually only be reconstructed from their consequences; accidents are value-based, only *undesirable,* unpredictable events are "accidents"; samples of accidents are usually biased and the conditions of their collection and occurrence are usually not constant. These are the phenomena, so greatly at odds with scientific mores, with which the behavioral scientists of the conference were confronted.

THE PAPERS of the volume are interesting and encouraging exhibits of behavioral scientists struggling with refractory material. Considerable surprise (and some impatience) is expressed that such scientific impertinencies actually exist and must be taken seriously. The clearest lines of reaction to the confrontation are: (a) highly competent analyses of just how far and in what respects "accidents" are off the current scientific reservation, (b) search for analogues of accidents in other sciences to serve as hopeful signs and guides for dealing with accidents, (c) reformulations and redefinitions of accidents in order to bring at least part of them within the current rules of science, (d) extension, re-emphasis, and critical evaluation of the methods and concepts of present-day behavioral science in order to encompass more of the questions accidents raise and more of the data they provide. The last two lines of action are most challenging; they generate both heat and sparks, for example:

". . . the occurrence of these [unpredictable] events should not prevent us from studying the perfectly predictable dangers that surround us" (p. 84). "Life is not a gamble, just as all games are not games of chance" (p. 87).

". . . we [psychologists] have been taught only how to count and not how to describe" (pp. 138-39). "We shall have to deprive ourselves, temporarily, of the ego-gratifying game of a priori theorizing and turn to a task that takes more discipline—that of patient examination and description of the phenomena we wish to understand and the circumstances in which they occur" (p. 144). ". . . it [quantitative knowledge] must be supplemented with a more organized kind of evidence, which I shall call a structural analysis of situation and action" (p. 146).

Here is a guidebook for those who do research upon accidents, a casebook of problems for students of scientific method, a handbook for those starting out for the new scientific frontier, and a book to recommend to any psychologist who should be cut down to size, if there be such.

Contributors to the book are: Leonard W. Mayo, Herbert H. Jacobs, Edward A. Suchman, Bernard H. Fox, John MacIver, James J. Gibson, Martin Deutsch, Ethel J. Alpenfels, Arthur B. Hayes III, Alfred M. Freedman, Nelson N. Foote, Urie Bronfenbrenner, Solomon E. Asch, Leonard S. Cottrell, Jr., John A. Clausen, and Anatol Rapoport.

Minding Schemas

Patrick Meredith

Learning Remembering and Knowing. New York: Association Press, 1961. Pp. v + 174. $3.50.

Reviewed by WILLIAM F. BATTIG

Patrick Meredith is Professor of Psychology at the University of Leeds. He has done research on the comprehensibility of technical reports, and on the communication of mathematical concepts. The reviewer, William Battig, is Associate Professor of Psychology at the University of Virginia. As an undergraduate twig in psychology he was bent a bit by Underwood at Northwestern but grew into fine foliage with W. J. Brogden and David Grant at Wisconsin. He now works focally on basic processes in verbal learning but reports himself tempted by problems in perception and concept formation. He and Brogden are working on a textbook in experimental psychology.

MEREDITH intends this book for the student reader, to aid him in learning, remembering, and in knowing what has been read. Particular emphasis is placed on the development of "knowing," which is described as requiring the interpretation and formulation of relationships by means of organized "schemas." Suggestions to help accomplish these ends include avoidance of rigid "time-tables," relating of the reading subject-matter to extraneous and intruding thoughts rather than suppression of these, and maximal use of various auxiliary aids to facilitate organization. While little of this is new, the presentation incorporates several unique features, such as a listing of "seven deadly difficulties" which must be overcome in what Meredith semifacetiously characterizes as the reader's battle against "lazy and stupid" authors.

Large portions of the book have been devoted to a personalistic (sometimes moralistic) general viewpoint of the author, little of which is likely to interest the typical student reader. Meredith proposes that psychology's task is to discover and describe the workings of the *mind*, defined as a total system of "schemas" which in turn represent hierarchically organized selective abstractions, in the form of "patterns of brain activity," constituting interpretations of actual experience. Science in general is placed on an intellectual plane below "imagination" or philosophy, and the consequent extensive and often effective use of analogical reasoning as an explanatory device represents perhaps the outstanding feature of the book. As for empirical scientific evidence, this is largely ignored and occasionally contradicted.

Although entire chapters are devoted to the definition and explication of such basic concepts as "mind" and "schema," clouds of semantic haze remain to trouble the reader. For instance, the discussion of learning shows

every sign of leading to the not uncommon attack on conditioning principles and blind repetition as inadequate to account for the learning of schemas for knowing and understanding. Instead, Meredith accuses learning psychologists of overemphasizing the discovery of laws of learning at the expense of "frameworks," a term introduced here for the first time without definition, and with no attempt to indicate its relationship (if any) to "schemas." Contrary to other advocates of the schematic viewpoint, the author then proceeds to accept conditioning by repetition as the fundamental mechanism for the learning of schemas, but fails either to recognize or come to grips with any inconsistencies here, even though he suggests at one point that "there may be a variety of radically distinct types of learning involving different processes." Nevertheless, the discussion of learning and memory considers explicitly only conditioning of the Pavlovian variety, and further characterizes animals as differing from human beings largely in their inability to "set" themselves to learn (thereby providing the opportunity for a rare spectacle—communal protests from both Skinner and Harlow).

While only the influence of neurologist Sir Russell Brain is directly acknowledged, Meredith's position resembles that recently expressed by Miller, Galanter, and Pribram *(CP* July 1960, **5,** 209f.), and also in earlier books such as Bartlett's *Remembering* and Katona's *Organizing and Memorizing.* In the reviewer's opinion, this is a league in which few books could compete successfully, and Meredith's clearly is not among them.

Foreshadowings of the principles and even of the language of [the infinitesimal] calculus can be found in the writings of Napier, Kepler, Cavalieri, Pascal, Fermat, Wallis, and Barrow. It was Newton's good luck to come at a time when everything was ripe for the discovery, and his ability enabled him to construct almost at once a complete calculus.

—W. W. R. BALL

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Foreword by LEON EISENBERG, Professor of Child Psychiatry. The Johns Hopkins School of Medicine

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Psychology's Paperbacks

by EDWARD J. MURRAY

Edward J. Murray is Associate Professor of Psychology at Syracuse University and is probably crazy. The latter term, used here with a flavor of affection and appreciation, somehow seems to fit anyone who would take on the improbably intricate assignment of keeping tabs on the large and increasing flow of paperback books in psychology and of preparing periodic reviews of them for CP. *Dr. Murray does it, and with a right good will. His breadth of training, at Columbia, Duke, Yale and in the Army, and his variety of experience—as teacher, researcher, analysand, clinician, father, husband and neighbor—admirably equip him for the chore. Whether or not he is crazy to invest his very considerable skill and knowledge in the assignment is really none of* CP's *business nor that of its readers.* CP *sternly disapproves of remarks about the character of either authors or reviewers. But it seems quite all right to express gratitude and appreciation.*

PAPERBOUND books in psychology seem to be entering a new era of respectability. In recent years, more and more of the highly regarded university presses have put out soft-covered books of interest to psychologists—Oxford, Cambridge, Michigan, Indiana, Yale, Chicago, California, Columbia, Cornell, Minnesota, Wisconsin and North Carolina. One of psychology's oldest and most respected publishers, Appleton-Century-Crofts, has entered the field. The fact that they have reprinted two well-known older works and started an original series in developmental makes it appear that they are seriously involved. Harper has been increasing its tempo in paperbacks. Doubleday and Grove are this year's leaders in what E. G. Boring has called "soft-shelled psychology."

The total number of paperbound psychology books in print is now large enough to make difficult a meaningful selection for courses and other purposes. The articles Hall and I have written cover only the new books each year. The various guides to paperbacks list psychology books under so many unlikely headings as to make a search a major undertaking. Dr. Joyce M. Hoffman has provided a real service by putting together a list of all the paperbacks of interest to psychologists, as of September 1961. About 300, of the 13,000 soft-covers in print, were considered relevant. If any *CP* reader would like a dittoed copy of this excellent bibliography, he should write to Dr. Hoffman at the Social Psychology Section, Veterans Administration Hospital, Brockton 5, Massachusetts. Dr. Hoffman has very kindly agreed to send the bibliography as long as the supply lasts.

The fact that paperback books cover so many different areas in psychology and related fields may have raised some questions in the minds of readers about the extent of this reviewer's grandiosity. Actually, I often feel inadequate to assess the technical details, educational potential, or historical significance of a book; I then turn to one of my colleagues in the psychology department at Syracuse University. I suspect my friends shudder when they see me coming down the hall with a handful of paperbacks. Their aid, ranging from a curt "No, no one would be interested in that" to a detailed analysis over a luncheon, has been most helpful.

Anyway, it is high-time I thanked these people publicly: Joseph M. Masling, Sanford J. Dean, and Ronald B. Kurz in the clinical area; Judson R. Mills in social; Warren W. Roberts and Wallace R. McAllister in experimental; Roland C. McKee in the psychology of religion; Francis J. DiVesta in educational; David E. Hunt in personality development; and Eric F. Gardner in statistics. Naturally, they should not be held responsible for the opinions expressed in these articles.

The present article includes reviews of 46 books. About 20 other books were received but not reviewed because they fell too far out of psychology. A box of 33 political science paperbounds came in the mail one day but was returned to the publisher. In general, nevertheless, the policy has been in the direction of inclusiveness, since it was felt that a notice of even a poor book would be useful to the reader. An asterisk is placed before books priced under a dollar. Only about a fifth of the books now fall into this category; the modal price is in the one to two dollar range. The names and addresses of publishers are listed at the end.

General Psychology

JAMES, W. *Psychology: The Briefer Course.* (TB1034) Harper, 1961. Pp. 343. $1.85. Reprint (Orig. 1892).

James is everyone's intellectual grandfather and should be sampled by all students. Gordon Allport has further abridged this short version of James' views by eliminating the outdated sensation chapters. The result is an extremely handy edition. Allport also contributes an introduction. Index.

KELLER, F. S. *The Definition of Psychology.* Appleton-Century-Crofts, 1961. Pp. 111. $1.35. Reprint. (Orig. 1937).

This is, actually, a clear, well-written historical introduction to psychology. After a brief sweep from Aristotle to the 19th Century, the way in which Structuralism, Functionalism, Behaviorism and the Gestalt system define the subject matter of psychology is described. The book is so short and easy to read that it could be used in a variety of teaching situations. Index.

BARBU, Z. *Problems of Historical Psychology.* (E-310) Grove, 1960. Pp. 222. $1.95. Original.

Barbu is one of those hard-to-classify scholars-at-large, now teaching social

psychology at Glasgow. He attempts to apply psychology—more or less the Freudian variety—to problems such as the historical development of modes of perception and the effects of emotional climate on historical events. He makes interesting analyses of character and personality in ancient Greece and modern England. Reminiscent of Fromm and McClelland. Index.

SARTRE, J-P. *The Psychology of Imagination.* Citadel, 1961. Pp. 282. $1.95. Reprint (Orig. 1948?)

This is a technical contribution, of sorts, to the old issue, raised by the Würzburg psychologists in the last century, about the possibility of nonsensory thought. Sartre feels strongly that when we imagine an object not present, we are *not* having a reborn perception. For him, an image is a nonverbal, non-perceptual analogue of the real world, composed of emotional and kinesthetic reactions. While some old experiments are cited, Sartre is pretty far from empirical research. I suspect most American psychologists will find the discussion somewhat vague. No index.

Experimental Psychology

DETHIER, V. G. and E. STELLER. *Animal Behavior: Its Evolutionary and Neurological Basis.* Prentice-Hall, 1961. Pp. 118. $1.50. Original.

While written for the Foundations of Modern Biology Series, this attractive volume covers much of physiological and comparative psychology. The nervous system is treated from an evolutionary viewpoint and then instinctive, learned, and complex behavior covered. Useful as an adjunctive textbook. Index. *(A fuller review will appear later in* CP.)

DOLLARD, J., L. W. DOOB, N. E. MILLER, O. H. MOWRER, and R. R. SEARS. *Frustration and Aggression.* (Y34.) Yale Univ., 1961. Pp. 209. $1.25. Reprint. (Orig. 1939).

Here is the classic statement of the frustration-aggression hypothesis written during that incredibly fertile period at the Institute of Human Relations during the late thirties. Miller's later qualifications of the hypothesis might have been put in as an appendix. The book has a magnificant scope which could well serve as a model for work being done today: the implications of a single concept are explored in animal and human experiments, clinical case histories, observations on children, sociological research on crime and prejudice, and anthropological field studies of American and primitive cultures. Index.

MAIER, N. R. F. *Frustration: The Study of Behavior Without a Goal.* (AA48) Univ. Mich., 1961. Pp. 264. $1.95. Reprint. (Orig. 1949).

Here are the well-known fixation studies in the Lashley jumping apparatus and their implications for neurotic behavior and psychotherapy. Maier's insistance that frustration is a process categorically different from motivation is unconvincing to me because so many of his results are reminiscent of the Solomon and Wynne sort of persistent avoidance learning. Index.

Measurement and Statistics

KOENKER, R. H. *Simplified Statistics: For Students in Education and Psychology.* McKnight and McKnight, 1961. Pp. 167. $3.00. Original.

A cook book, pure and simple, with no pretense of explanation or deduction. Descriptive statistics, correlation, t-tests, and chi-square are covered. Should this be used by individuals with no other statistical training? Does it contain enough to be a useful handbook for the researcher? I think not. Index.

*ENGLER, D. *How to Raise Your Child's IQ.* Ballantine, 1961. Pp. 153. $.50. Reprint. (Orig. 1958).

A school teacher attacks educators who use group tests in rigid and ignorant ways. The book is technically poor and sensationalistic, but it does raise important issues. However, his solution (practice exercises) left me feeling a little disturbed. The real solution is to train more and better school psychologists. No index.

MAGNUSSON, D. *A Study of Ratings Based on TAT.* (NR 22) Swedish Council For Personnel Administration, Stockholm, 1959. Pp. 126. 26 Swedish Crowns. Original.

A study of the reliability and validity of the TAT. While this might have been published in a journal, the format permits an exploration of many technical facets of the study which would be of interest to others working in the area. Perhaps this is a new use for paperbacks—long research reports. It would have to be subsidized, though. No index.

Developmental and Educational

BIJOU, S. W. and D. M. BAER. *Child Development, Volume I, A Systematic and Empirical Theory.* Appleton-Century-Crofts, 1961. Pp. 90. $1.25. Original.

The first of a series of volumes analyzing psychological development in terms of Skinnerian Behavior Theory. Here are presented the basic terms—operants, respondents, schedules, and reinforcers—in a developmental context, with later books to deal with infancy, childhood, and adolescence. It is interesting to note that, in spite of Harlow's studies, affection for the mother is still described as acquired reinforcement; I wish my view of the world could be so clear and uncluttered. Index.

CROW, L. D. and A. CROW. *Readings in Child and Adolescent Psychology.* Longman, 1961. Pp. 592. $3.95. Original.

A collection of 92 abridged versions of articles, book sections, and papers in developmental psychology. The articles are so short and so devoid of technical detail that one wonders what the book is for. Why not review this general material in a textbook and save books of readings for excursions in depth? Harlow is represented here by a fluffy little speech to a hospital group; why not have his historic study on maternal affection instead? Index.

HARRIS, T. L. and W. E. SCHWAHN. *Selected Readings on the Learning Process.* Oxford, 1961. Pp. 428. $3.50. Original.

This book strikes me as quite useful. The 35 selections are well-chosen and presented with enough detail to communicate the meaning and limitations of the research. Meant for teacher train-

ing, the book stresses human learning with selections from Düncker, Hull, Lewin, Bruner, Piaget, and Brownell. Correlated with leading texts in educational psychology. No index.

WOODRUFF, A. D. *Basic Concepts of Teaching.* Chandler, 1961. Pp. 238. $2.25. Original.

A well-written introduction to teaching, leaning heavily on psychological concepts of learning, motivation, and adjustment. Would be most useful for a first course on teaching methods, to be followed by a more technical educational psychology course. Index. *(To be reviewed later in* CP.*)*

*ODLUM, DORIS. *Journey Through Adolescence.* (PH 60) Penguin, 1961, Pp. 160. $.65. Reprint (Orig. 1957).

A popular account of adolescent life and adjustment by an English lady psychiatrist. Articulate, sensible, non-technical. No index.

Social Psychology

LINTON, R. *The Cultural Background of Personality.* Appleton-Century-Crofts, 1961. Pp. 157. $1.95. Reprint (Original 1945).

This clearly written, highly readable little classic is still the best introduction to the field of culture and personality that I know of. It provides a general framework for later, more factual studies. Index.

DUBOIS, C. *The People of Alor. Vol. II.* (TB1043) Harper, 1961. Pp. 305. $1.75. Reprint (Orig. 1944).

This part of Cora DuBois' classic study is of interest to psychologists for the pioneering use of individual clinical studies in an anthropological context. Included data relate to autobiographies, Porteus maze, word associations, children's drawings, and the Rorschach. While the mode of analysis leans towards the oracular, students of culture and personality may find some useful ideas here. Index.

PFUETZE, P. E. *Self, Society, and Existence.* (TB 1059) Harper, 1961. Pp. 400. $2.25. Reprint (Orig. 1954).

In this contribution to self theory, an interesting comparison is drawn between the thought of George H. Mead and Martin Buber: Both see the self as a function of interpersonal relations. Mead's "self-other" and Buber's "I-thou" are quite parallel, with Pfuetze's synthetic term being "the social self." Perhaps the real significance of the book is showing the similarity in concepts between an American Social Behaviorist and a European Theological Existentialist. Perhaps some trans-Atlantic communication is possible after all. Index.

BENDIX, R. *Max Weber: An Intellectual Portrait.* (A281) Doubleday, 1962. Pp. 522. $1.45. Reprint (Orig. 1960).

Weber is best known to psychologists for his analysis of the Protestant Ethic—a concept McClelland has related to the achievement motive. In this work, highly thought of by sociologists, Bendix has summarized and integrated all of Weber's thinking on society, religion, and power relationships. Index.

HANDLIN, O. *The Newcomers: Negroes and Puerto Ricans in a Changing Metropolis.* (A283) Doubleday, 1962. Pp. 177. $1.25. Original.

A factual study of the current problems of the Negro and Puerto Rican groups in New York City, viewed in a broad context by a Pulitzer-prize winning historian. The problems are similar to those faced in the past by Irish, German, Italian, and Jewish immigrants, only more so. Interestingly, Handlin does not predict an eventual full integration, but a scattering of clusters of those ethnically similar. Recommended for social psychologists, specialists in delinquency, and anyone who has ever lived in the social cauldron that is New York City. Index.

Industrial Psychology

STRYKER, P. *The Character of the Executive.* (TB1041) Harper, 1961. Pp. 237. $1.60. Reprint (Orig. 1960).

Illustrations of desirable executive traits such as cooperation, initiative, emotional stability, and leadership by the editor of Fortune Magazine. These come as "Fictionalized Fact" and seem superficial to a psychologist, although lively enough. Possibly of use in courses set up for management. No index.

GRANICK, D. *The Red Executive.* (A246) Doubleday, 1961. Pp. 294. $1.45. Original.

An economist's view of the education, struggles, and ulcers of the "organization man" in Russia. A managerial class can be distinguished from the proletariat but it overlaps considerably with Communist Party leadership. Index.

Psychology and Religion

THOULESS, R. H. *The Psychology of Religion.* Cambridge Univ., 1961. Pp. 286. $1.75. Reprint (Orig. 1923).

A work in the tradition of William James' great "Varieties of Religious Experience." Thouless attempted to integrate the psychoanalytic ideas of the time, and his chapters on religious conversion seem dynamically sound. While the book is mostly of historic interest, it might be used for supplementary reading in courses in this area. Index.

WHITE, V. *God and the Unconscious.* (M120) World, 1961. Pp. 287. $1.35. Reprint (Orig. 1952).

Few people are working in the borderland between theology and psychology; the late Father White was acutely aware of this as he tried to explain depth psychology to religious groups and the religious feeling to psychological groups. It was Jungian theory which was used—perhaps this was inevitable. In his scholarly, non-parochial essays, the author took a position similar to Mowrer and Szasz—mental illness is a moral and social crisis, not a disease just like any other physical disease. Index.

*WINTER, G. *Love and Conflict: New Patterns in Family Life.* (C279) Doubleday, 1961. Pp. 195. $.95. Reprint (Orig. 1958).

The author is a liberal Protestant minister at the University of Chicago with a social relations PhD from Harvard. He has written a non-technical discussion of such family conflicts as husband-wife dominance, sexual relations, and grandparents in the home, with a sprinkling of Biblical quotations and much common sense. My only objection to this sort of book is that there is an implication that people will, and can, change their lives if given the proper advice. No index.

McGRAW-HILL *Books in Psychology* NEW and UPCOMING

☐ **TEACHING MACHINES AND PROGRAMMED LEARNING:**

By EDWARD FRY, Loyola University, Los Angeles. Available in Winter, 1962.

Describes, pictures, classifies and explains all major types of teaching machines. It has long and detailed descriptions on how to write, evaluate, and utilize programs. There are samples of various types of programming together with comments on programming from many major leaders in the field plus the author's own summary and synthesis of programming ideas.

☐ **AGGRESSION: A Social Psychological Analysis**

By LEONARD BERKOWITZ, University of Wisconsin. McGraw-Hill Series in Psychology. *Available in August.*

Emphasizing the actions of human beings in social settings, this book reviews theoretical and research material dealing with aggressive behavior. Material included ranges from ethological and biological observations, animal experimentation, personality theory and research, social psychological concepts and research and relevant sociological formulations. Investigations are summarized and brought together under a common theoretical framework.

☐ **READINGS IN INDUSTRIAL AND BUSINESS PSYCHOLOGY, *Second Edition***

By HARRY W. KARN and B. von HALLER GILMER, both at Carnegie Institute of Technology. McGraw-Hill Series in Psychology. *544 pages, $6.95 cloth, $4.95 paper.*

This collection of original papers represents current thought and research in the area of industrial and business psychology. Over 800 articles were examined before a final decision was made. The new edition contains more articles of an experimental and theoretical nature and for the first time includes selected readings in the areas of organizational behavior, engineering psychology, communications and the psychology of perception.

☐ **HUMAN RELATIONS AT WORK, *Second Edition***

By KEITH DAVIS, Arizona State University. McGraw-Hill Series in Management. *656 pages, $7.95.*

Discusses human relations of people at work in all types of organizations. Appropriate social sciences are integrated into the discussion. Focus is on the business manager and his operating relationships with people in the organization. New chapters: "Mainsprings of Movtivation," "Social Systems," "Automation." Case problems included in last section.

☐ **INDIVIDUAL IN SOCIETY: A Textbook of Social Psychology**

By DAVID KRECH, RICHARD S. CRUTCHFIELD, and EGERTON L. BALLACHEY, all at the University of California. Just published.

The purpose of this book is to organize fact and theories from general psychology, personality psychology, social psychology, anthropology and sociology, showing the interrelationships which exist among these areas. The four main study areas are: basic psychological factors; attitudes; social and cultural habitat of man; group and organizational behavior. A complete revision of Krech and Crutchfield's *THEORY AND PROBLEMS OF SOCIAL PSYCHOLOGY.*

☐ **MENTAL HEALTH IN THE METROPOLIS: The Midtown Manhattan Study**

By LEO SROIE, State University of New York Downstate Medical Center; THOMAS S. LANGNER, Cornell University Medical College; STANLEY T. MICHAEL, Cornell University Medical College; MARVIN K. OPLER, University of Buffalo School of Medicine; and the late THOMAS A. C. RENNIE. 428 pages, $9.95.

In this book Manhattan, for the first time, comes under the collaborative scrutiny of a team of psychiatrists and social scientists. The area chosen for examination is wholly residential near the epicenter of the island, and houses 175,000 people who are a cross-section of Manhattan's resident 1.4 million non-Puerto Rican white population. Applying a battery of research methods previously used only on smaller cities and towns, the authors reveal what the area is like as a place to live, what kinds of people choose to make their homes here, and what manner of a community and psychological climate they create. At the center of the delineated research picture are the mental health conditions, in their broad-spectrum variety, found among the diverse groups that comprise Midtown's patchwork population.

Send for copies on approval

McGraw-Hill Book Company, Inc. COLLEGE MH DIVISION 330 W. 42nd St., New York 36, N.Y.

FRAZER, J. G. *The New Golden Bough.* (Ed. T. H. Gaster). (A270) Doubleday, 1961. Pp. 426. $1.95. Reprint (Orig. 1890).

If you have been promising yourself to read this anthropological classic and have not gotten around to it, this beautiful and readable edition is for you. The original thirteen volumes have been abridged and annotated to bring it abreast of recent research. Much of the material concerns the origins of religious rituals and beliefs. Index.

Psychoanalysis

RIEFF, J. *Freud: The Mind of the Moralist.* (A278) Doubleday, 1961. Pp. 441. $1.45. Reprint (Orig. 1959).

The moral and intellectual implications of Freud's ideas are discussed in this sociologist's well-documented book. Freud was an irrationalist and misogynist in the tradition of Nietzsche and Schopenhauer. The emphasis on sexuality was part of the attack on the hypocrisies of civilized life. Freud's therapy was designed neither for conforming nor reforming, but for a certain detachment from a meaningless world—How far this seems to be from our current symposia on the management of the ineffective soldier or motivation research in advertising. Index.

*WHITE, L. L. *The Unconscious Before Freud.* (A286) Doubleday, 1962. Pp. 211. $.95 Reprint (Orig. 1960).

Whyte's thesis is that the concept of the unconscious did not spring suddenly into Freud's mind, but was the result of several centuries of philosophical thought beginning with Descartes. Dozens of people flirted with the idea including Freud's teachers, Charcot, Bernheim, and Breuer. So be it! Index.

*BROWN, J. A. C. *Freud and the Post-Freudians.* (A522) Penguin, 1961. Pp. 225. $.95. Original.

Brown, a psychiatrist known for his book *The Social Psychology of Industry,* has written an exceptionally fine, well-balanced book with wit and clarity. He covers analysis from Freud through Sullivan. Brown believes that one can accept the general psychoanalytic approach without Freud's particular biases. Parts about the relationship between psychoanalysis and academic psychology; English and American attitudes towards science, and the cultural direction psychoanalysis must take are especially enlightening. Index.

*GRODDECK, G. *The Book of the It.* (MT352) New American Library, 1961. Pp. 254. $.75. Reprint (Orig. 1923).

Freud got his idea of the Id from Groddeck, who in turn got it from Nietzche. Groddeck is, perhaps, the finest example of the hell-diving tradition in psychoanalysis—sensitive to the language of the body, never without an implausible explanation, and taking neither science nor himself entirely seriously. No index.

NEUMANN, E. *The Origins and History of Consciousness. Part I. The Psychological Stages and the Evolution of Consciousness.* (TB 2007) Pp. 256. $1.95. *Part II. The Psychological Stages in the Development of Personality.* (TB 2008) Pp. 237. $1.85. Harper, 1962. Reprint (Orig. 1949).

This is an attempt to put Jungian archetypes in developmental stages. The undifferentiated Urobos, the great mother, and the transformation of Osiris are some of the simpler stages. There is little systematization and no clinical case material—the reader gets lost in a sea of ideas such as the myth of slaying the dragon (I liked that one) and committing incest with one's own unconscious (that scared me). Index.

Abnormal Psychology

SARBIN, T. R. (Ed.) *Studies in Behavior Pathology.* Holt, Rinehart, Winston, 1961. Pp. 341. $4.00. Original.

An excellent collection of 39 hard-headed, empirical studies on pathology ranging from ulcers to schizophrenia. Problems of definition, socialization, and behavioral control are included. Very useful as a supplementary text in abnormal courses. Of course, I may be somewhat biased since one of my studies was selected. Index.

BERGLER, E. *Counterfeit-Sex: Homosexuality, Impotence, and Frigidity.* (E-303) Grove, 1961. Pp. 380. $2.95. Reprint (Original 1951).

Sexual disturbances of various kinds are seen as the result of neurotic conflict stemming from childhood. Most important are fears growing out of the relationship with the mother. Treatment is successful with patients who are voluntary, guilt-ridden, and not too greatly regressed. Bergler believes that the Kinsey Report has produced a new clinical entity—the statistically-induced homosexual. Index.

STEKEL, W. *Auto-Erotism: A Psychiatric Study of Onanism and Neurosis.* (E288) Grove, 1961. Pp. 289. $2.95. Reprint (Trans. 1950).

This was one of the first books to challenge the old ideas that masturbation was psychologically harmful and caused insanity. Kinsey has substantiated Stekel's claim that masturbation has been experienced by the bulk of the civilized population. Stekel also points out that masturbation can appear as a compulsive symptom of neurosis. Index.

REIK, T. *The Compulsion to Confess.* (E-316) Grove, 1961. Pp. 493. $2.95. Reprint (originals 1926 to 1928).

Several books and articles are combined in this volume to bring together Reik's views on guilt, crime, confession, and the law. Unconscious oedipal guilt is seen as the root of crime; punishment may make it worse. Reik reports that Freud believed that capital punishment is murder sanctioned by law. No index.

Drug Addiction: Crime or Disease? Indiana Univ., 1961. Pp. 173. $2.95. Original.

A joint committee of the American Bar Association and the American Medical Association reports here on the narcotics problem. The main recommendation is for research, including an experimental clinic in which drugs would be dispensed along with various forms of rehabilitation. This suggestion, designed to take the profit out of the narcotics traffic, won the opposition of the Federal Bureau of Narcotics. Index.

GOFFMAN, E. *Asylums: Essays on the Social Situation of Mental Patients*

and Other Inmates. (A277) Doubleday, 1961. Pp. 386. $1.45. Original.

Mental illness is not a disease, but a condition arising from a set of social contingencies. Behavior in the mental hospital is similar to that in other "total institutions." Ingenious terms, such as "mortification of the self," "stripping processes," "removal activities," and "making out," are used to describe patients entering and living in a hospital. Goffman is a scholarly, brilliant, and somewhat frightening sociologist. No index.

BRUSSEL, J. A. *The Layman's Guide to Psychiatry.* (220) Barnes and Noble, 1961. Pp. 235. $1.50. Original.

The approach taken in this offering might be diagnosed as measured eclecticism, with a brittle paleo-Freudian overlay and a strong latent organicism. I confess I do not know what "layman" I should recommend this to—perhaps a patient with whom I was annoyed. The book contains hundreds of definitions and classifications, but I did not encounter a single human being. Index.

Psychotherapy

*MAY, R. (Ed.) *Existential Psychology.* (pp19) Random House, 1961. Pp. 126. $.95. Original.

This is the 1959 APA symposium on existential psychology with papers by May, Maslow, Feifel, Rogers, and Allport. The existential emphasis is on phenomenology, individual identity, and human potentialities. The therapy stresses the immediate therapeutic relationship. Will existentialism replace positivism as the philosophical foundation of psychology? No index, but a good bibliography has been added. (*A longer review of May's book appeared in the June, 1962 issue, page 227).*

BERNE, E. *Transactional Analysis in Psychotherapy.* (E300) Grove, 1961. Pp. 270. $3.95. Original.

A new approach to group therapy involving an analysis of social interaction in terms of three ego states: parental identifications, mature adult, and regressive child. Includes a very clever use of game theory to describe patient gambits such as playing "psychiatric archaeology" or the feminine pastime of "let's you and him fight." Index.

*COUÉ, E. and C. H. BROOKS. *Better and Better Every Day.* (U-500) Barnes and Noble, 1961. Pp. 158. $.95. Reprint (Orig. 1922).

"Every day, in every respect, I am getting better and better." The kindly, naive apothecary of Nancy may have alleviated more human misery than psychologists do. Who knows? No index.

SALTER, A. *Conditioned Reflex Therapy.* (205) Capricorn, 1961. Pp. 359. $1.75. Reprint (Orig. 1949).

Salter's "epoch-making method of psychotherapy" consists of a group of tired old techniques of hypnosis, autosuggestion, and persuasion reminiscent of Coué's "Getting Better and Better Every Day." These are tenuously related to Pavlovian concepts in a way as to do a disservice to modern learning theory. Index.

Miscellaneous

BRAUN, J. R. (compiler). *Clinical Psychology in Transition.* Allen, 1961. Pp. 211. $3.75. Original.

Thirty-two articles from the last five years of the *American Psychologist* on the professional and scientific status of clinical psychology. General issues in testing, therapy, ethics, relations with psychiatry, and the nature of psychopathology are covered by Meehl, Shoben, Szasz, Watson, Kelly, and many others. This should prove useful in seminars on clinical psychology. Unfortunately, the volume is poorly bound. No index.

*LINDNER, R. *Must You Conform?* (BB6) Grove, 1961. Pp. 210. $.60. Reprint (Orig. 1956).

Six exhortatory lectures by psychology's late favorite non-conformist. Juvenile delinquency, homosexuality, and international tensions are traced to conformity pressures. American Communists tend to be inhibited neurotics while Fascists are psychopathic. The answer to the question in the title is, believe it or not, no—since man has an "instinct for rebellion." The nude on the cover is quite attractive. No index.

GUDAS, F. *Extrasensory Perception.* Scribner, 1961. Pp. 141. $1.95. Original.

An anthology of abridged articles on telepathy, clairvoyance, and other psychic phenomena. Contributions by parapsychologists Rhine, Soal, Pratt, etc. and their critics, Jastrow, Skinner, Boring, and Rashevsky. There is a scarcity of graphs, tables, and other concrete data. The essentially religious undercurrents in this controversy come close to the surface now and then. No index.

FURST, A. *Hypnosis for Salesmen.* AAA Publishing Co., 1960. Pp. 120. Original.

As I picked this book up, I was filled with moral indignation and prepared to recommend it for courses concerned with psychological ethics. But actually, the book is so uninformative and generally sleazy, that anyone motivated to buy it will get just what he deserves. No index.

Addresses of Publishers

AAA Publishing Co., San Bernardino, Calif.

Howard Allen Inc., University Center Station, Cleveland 6, Ohio.

Appleton-Century-Crofts, Inc., 35 W. 32nd St., New York 1.

Ballantine Books, 101 Fifth Ave., New York 3.

Barnes and Noble, Inc., 105 Fifth Ave., New York 3.

Cambridge University Press, 32 E. 57th St., New York 22.

Capricorn Books, G. P. Putnam's Sons, 200 Madison Ave., New York 16.

Citadel Press, 222 Fourth Ave., New York 3.

Doubleday and Co., 575 Madison Ave., New York 22.

Grove Press, 64 University Press, New York 3.

Harper and Brothers, 49 E. 33rd St., New York 16.

Holt, Rinehart and Winston, Inc., 383 Madison Ave., New York 17.

Indiana University Press, P. O. Box 367, Bloomington, Ind.

Longmans, Green & Co., Inc., 119 W. 40th St., New York 18.

McKnight and McKnight Co., Bloomington, Ill.

New American Library, 510 Madison Ave., New York 22.

Penguin Books, 3300 Clipper Mill Rd., Baltimore 11, Md.

Oxford University Press, Inc., 417 Fifth Ave., New York 16.

Prentice-Hall, Inc., Englewood Cliffs, N. J.

Random House, Inc., 457 Madison Ave., New York 22.

Charles Scribner's Sons, 597 Fifth Ave., New York 22.

Swedish Council for Personnel Administration, Stockholm, Sweden.

University of Michigan Press, Ann Arbor, Mich.

World Publishing Co., 2231 W. 110th St., Cleveland 2, Ohio.

Yale University Press, 149 York St., New Haven, Conn.

Aggression, Accident, Anger and Hostility

Arnold H. Buss

The Psychology of Aggression. New York: Wiley, 1961. Pp. x + 307. $7.95.

Reviewed by SEYMOUR FESHBACH

Arnold H. Buss is an associate professor of psychology at the University of Pittsburgh. After becoming a PhD at Indiana University in 1912 he served five years as Chief Psychologist at the Carter Memorial Hospital in Indianapolis. He has published numerous articles on aggression and anxiety and on verbal conditioning. Seymour Feshbach prepared this review while on a visiting associate professorship at the University of California at Berkeley. Ordinarily he is to be found in the Department of Psychology at the University of Pennsylvania. His Yale PhD was based on research dealing with fantasy aggression and ever since he has been interested in studying aggression, particularly of a vicarious sort and the related phenomena of displacement and projection. He reports that his research would go along better if he were more successful in making more S's more angry.

THE LAST decade has witnessed an accelerated increase in studies of aggressive behavior. The author's purpose is to review systematically this burgeoning research area, placing particular stress upon laboratory investigations and, at the same time, to provide a theoretical framework for the integration of these research findings. His review is considerably more successful than his theoretical integration.

The book begins with useful distinctions between the instrumental act of aggression, the affective reaction of anger and the negative attitude of hostility. However, the theoretical analysis very shortly encounters definitional problems created by the author's desire to restrict his conceptual language to observable events and by his equating intent and goal direction with teleology. He defines aggression as "a response that delivers noxious stimuli to another organism." Yet, while rejecting the notion of intent, he wishes to exclude accidental injury and socially approved inflictions of pain from the domain of aggressive behavior. He asserts that a response can be considered accidental if it does not consistently appear in the past relationships of the presumed aggressor. But the jealous husband rarely kills more than one suitor and his behavior can hardly be considered as nonaggressive and random. How does one classify such behavior as that of the physician who hurts his patient while injecting a drug or that of the executioner when he carries out his macabre task? To use, as Buss suggests, the criteria of fulfillment of a social role and ultimate social desirability as the means of assessing whether an injurious act is aggressive is simply to open Pandora's box. Finally, in arguing that a response is aggressive even if it misses its mark because the critical element is "the attempt to deliver noxious stimuli," Buss comes extremely close to the use of intent as a criterion.

Defining aggression on a response level does have the virtue of pointing possible reinforcers of aggressive acts other than injury to the object. Buss justifiably maintains that insufficient attention has been given to aggressive responses which are instrumental to the attainment of extrinsic reinforcers such as food, money and social approval. Yet one wonders whether even instrumental aggression, because of its interpersonal nature, may not be more complexly determined than the pressing of a lever. The author generally tends to place greater stress upon the manifest habit than upon the affective components of aggressive behavior. The relationship between anger (or its derivative, hostility) and aggression, while imperfect, is hardly as arbitrary as is frequently implied. One can possibly dispense with the drive conception of hostility but to ignore its mediating cue function leads to such highly debatable assertions as "when hostility is learned second hand, usually it will not lead to aggression." Surely, contrary to Buss's contention, aggression against some person can subsequently be elicited by hostility without the aggressive acts having been performed at the time the hostility toward that individual was acquired.

THE AUTHOR presents a stronger case for the relative independence of hostility and aggression as enduring personality traits and cites clinical examples and empirical studies which are consistent with this view. Thus an analysis of the Buss-Durkee Inventory yields two factors which approximate generalized hostility and manifest aggression, respectively. However, the fact that an oblique solution was used in obtaining simple structure when coupled with the finding that a guilt subscale had a rela-

tively high loading on the "hostility" factor suggests an alternative interpretation of the relationship and content of these two dimensions.

The association between anger and aggression is almost as distant as that between hostility and aggression. Buss views anger primarily as an energizer and from this assumption, he derives an illuminating account of displacement effects in terms of changes in threshold rather than stimulus generalization. However, insufficient attention is given to the conditions regulating the intensity and expression of anger, and the connection between anger and aggression is left ambiguous, chiefly because anger is never specifically defined and discriminated from other emotional responses (despite pertinent chapters on physiological correlates, on catharsis and on psychosomatic disorders related to suppressed rage). The distinction between anger and aggression is not consistently maintained, particularly in his discussion of the antecedents of aggression. In this context, Buss roundly criticizes the frustration-aggression hypothesis and presents a convincing argument for differentiating between frustration and attack since the latter is much more likely to provoke aggression. The reviewer would take issue with his skepticism regarding the relevance for understanding social prejudice of the frustration-aggression hypothesis and related personality variables, but the evidence is admittedly controversial.

Because the problem of aggression encompasses a wide array of phenomena and many different kinds of data, the author has had to exercise considerable selection in his choice of topics. One may regret the omission of anthropological and sociological references. However, within the areas he has chosen to stress, he has provided a useful survey of the literature. His attempt at a rigorous theoretical analysis of this literature falls decidedly short of its goal but then no one else has yet provided a satisfactory theory of aggression.

Genius may be novel but novelties are not genius.

—DAGOBERT D. RUNES

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Baedekers and Primers for Tests

Anne Anastasi

Psychological Testing (2nd ed.). New York: Macmillan, 1961. Pp. xiii + 657. $7.50.

Robert L. Thorndike and **Elizabeth Hagen**

Measurement and Evaluation in Psychology and Education (2nd ed.). New York: Wiley, 1961. Pp. viii + 602.

Reviewed by ANDREW L. COMREY

Anne Anastasi, author of the first book, is Professor of Psychology in the Graduate School of Fordham University. Besides her teaching and her prolific publishing of both books and articles in testing and related areas, she has been an active and leading citizen in the organizational affairs of psychology; she has held offices at the state, regional and national level.

Robert L. Thorndike and Elizabeth Hagen, authors of the second volume, are both associated with Teachers College, Columbia, the former as Chairman of the Department of Psychological Foundations and Services, the latter as Professor of Education. They collaborated earlier to produce the 1959 book 10,000 Careers (CP, *Sep. 1960,* **5,** *299-300). Thorndike worked alone on* Personnel Selection *published in 1949.*

The reviewer, Andrew L. Comrey, is Associate Professor of Psychology at the University of California at Los Angeles. He prepared under J. P. Guilford at the University of Southern California for a career in psychometrics and his bibliography of more than 70 items indicates that the career goes well. His work covers such topics as the theory of measurement, methods of measurement, and the use of measurement in such areas as organizational effectiveness and personality measurement.

ANNE ANASTASI. Anastasi has prepared a scholarly guide to the major concepts and instruments in present day use in the field of testing. A revision of an earlier book, the present edition expands the treatment of general material and updates the test information. The first seven chapters are devoted to background knowledge pertinent to psychological testing, including history, sources of test information, age norms, ethical considerations in test use, factors influencing interpretation of test scores, reliability, validity, and some statistics. The remaining fourteen chapters are devoted to description and review of specific published tests. Intelligence tests, tests of individual aptitudes, achievement tests, interest tests, self report inventories, and projective tests are treated at length. More widely used tests are given greater attention but practically every published test in general use is at least mentioned.

The chapters describing specific tests should be useful to graduate students and professional workers who wish to consult a less detailed source than the *Buros Mental Measurements Yearbooks.* The chapters containing general information should be helpful to the beginning student as an introduction to the field and to more advanced students for review and reference. Valuable discussions of current technical issues appear in the general chapters as well as in certain of the chapters devoted to specific tests. Throughout, the book gives extensive references to original and secondary sources. Author and subject indices are provided.

The book reflects painstaking care in preparation and an extensive knowledge of the subject matter. The author has approached the evaluation of each test in terms of the extent to which it has demonstrated validity of one kind or another. She adopts a fair attitude, even leaning over backwards at times to give a test the benefit of the doubt. In the face of overwhelming negative evidence regarding a test's value, or exaggerated claims by a test author, however, she does not hesitate to call a spade a spade. Rationalizations and specious reasoning are not accepted as adequate substitutes for demonstrated validity.

THE REVIEWER'S principal criticisms about the book have to do with its function as a text. The author intended it primarily as a college textbook to teach students how to evaluate psychological tests and interpret test results. Only secondarily was it intended for use by advanced students and professional workers. In the reviewer's opinion, a textbook at the undergraduate level should give the big picture with extended discussion of major principles. Test materials should be introduced and discussed as illustrations of these principles. In many chapters of this book, one finds a step by step progression through specific test instruments, with a description of each, sometimes with critical comments, and sometimes not. Although this is valuable for the advanced student or professional worker who does not want to miss a specific test in use, it is less interesting and appropriate for the undergraduate student. From this standpoint, the first seven chapters of general background, the chapters on the Stanford-Binet, Wechsler tests, interest tests, projective tests, and the first chapter on achievement tests seem best suited for the college student. The others seem more appropriate for advanced students and professional workers.

The reviewer was occasionally bothered by the appearance in the early chapters of phrases similar to "as we

have already pointed out," and "this will be discussed more fully in a later chapter." The organization could be improved in some places by bringing together the material pertaining to a given topic.

The section on elementary statistics should be eliminated, thereby making room for more advanced methodological topics. The student should have some knowledge of statistics before studying this book. If he has not, the material included is probably insufficient. On the other hand, the college student is not likely to have had a course in factor analysis, for example. Since important parts of the book deal with test materials developed through factor analysis, more than a cursory description of this technique should be given.

In summary, the merits of this book far outweigh its flaws. Selected portions will serve adequately as a textbook for capable undergraduates majoring in psychology. As a whole, the book will be a valuable addition to the library of more advanced students.

ROBERT THORNDYKE AND ELIZABETH HAGEN. The title, dust cover, and indirect statements in the preface suggest that this book was written as an introductory text in psychological testing for college and university students in psychology and education. History of testing, nature of test methods, building classroom tests, elementary statistics, norms, reliability, validity, intelligence tests, aptitude tests, personality inventories, achievement tests, ratings, behavior measures, projective tests, school marks, and the school testing program are among the topics treated.

A number of good things can be said. The authors have a direct, readable style. The book is well organized. In treating a topic, the authors blend the material from their various sources of information and present a coherent, unified statement. They seldom resort to leapfrogging from the findings of one investigator to another through the medium of brief, self-contained summaries of research studies. Questions for discussion are given at the end of each chapter. A useful, but selective (mention of R. B. Cattell's tests, for example, is lacking) annotated bibliography of current tests is given in an appendix. A novel and practical appendix item is the method of extracting a square root. Several parts of the book are particularly well done: analysis of testing from the standpoint of what kinds of products are called for, how to prepare classroom examinations, where to find information about specific tests, interpreting intelligence test scores, philosophy of test use in school programs, ratings, the school testing program, and what can be done with scores in the counseling situation.

On the negative side, discussion of technical issues is either superficial or avoided entirely. Although the concept of correlation, for example, is discussed, calculation of the coefficient itself is considered to be so technical that it is put in an appendix. Even though it underlies much of the test development for instruments discussed, factor analysis is just one of those advanced topics too complicated to be considered. One wonders how long those who aspire to be competent in the use of tests can be sheltered from technical essentials. Discussion of the Wechsler, Stanford-Binet, and other tests is superficial for the most part. References to primary sources are scanty.

ALTHOUGH technically accurate as a rule, the authors convey the mistaken impression that an equal-unit scale is obtained by using normalized standard scores. Although they may not wish to go into such a technical matter, the text material should be consistent with more profound sources. From the discussion of multifactor batteries, the mistaken impression could be obtained that one can assess the value of a battery, in comparison with that of a single complex test, by inspecting the magnitude of individual validity coefficients of the component tests in the battery. It should be heavily emphasized beyond possible misinterpretation that it is the multiple R of the battery which must be compared with the validity coefficient of the complex test.

A confusing sentence appears on page 136-7 where the distortions in the centile scale are discussed: "Any interpretation of percentile ranks must take into account the fact that such a scale has been pulled out at both ends and squeezed in the middle." In the discussion of school marks, the authors vacillate. At times they seem to side in with those educationists who would do away with school marks (because failure is distressing to poor students) while at other times they seem to be in favor of curbing professors who give too many A's. The final chapter on tests in the selection of personnel attempts to reduce a good technical book to a nontechnical treatment in a brief space. The result fails to match the style and level of the other chapters.

In summary, the book appears insufficiently exhaustive in technical matters and detail to serve as a suitable text for psychology majors in first rate colleges or universities. Nor is the choice of topics particularly appropriate for this group. The word 'psychology' should be dropped from the title. On the other hand, judging from the book content alone, it appears to have been written primarily for prospective school teachers with no previous background in statistics. For this audience, the book is particularly well suited since the nontechnical discussions, designed to guide the lay person in the use of tests, are excellent.

Students As Personnel

Kate Hevner Mueller

Student Personnel Work in Higher Education. Boston, Massachusetts: Houghton Mifflin, 1961. Pp. xiv + 570, $6.00.

Reviewed by G. ROBERT ROSS

The author, Kate Hevner Mueller, is Professor of Education at Indiana University. Her 1954 book, Educating Women for a Changing World, *is widely known and widely acclaimed. G.*

Robert Ross, the reviewer, is Dean of Student Affairs at Ball State Teachers College, Muncie, Indiana. He received his PhD from the University of Denver and built up experience in both clinical and counseling psychology before becoming a Dean.

WHEN Earl C. Kelly wrote *Education for What Is Real* in 1947 his primary concern was in relating research-based knowledge of the learning process to the actualities of the educational setting. Today college student personnel workers face the same challenge. The growing professionalization and maturity that now characterize college student personnel workers should aid immensely in meeting this task.

C. Gilbert Wrenn's introduction to the present book gives the reader a broad overview of this history, status, and potential of college student personnel work. Wrenn's awareness of the personnel work as a teacher is not reflected throughout the book. Mueller follows this introduction with an incisive review of higher education's nature and objectives. Her descriptions of the functional areas (i.e., Admissions, Placement, etc.) within the college student personnel structure and their relationships to the college student are both deft and concise. Her analysis of these functional areas is excellent; however, there is one mystifying and noteworthy exclusion—the area of counseling. Evidently counseling is assumed by the author to be a diffuse function. The book does not treat counseling as a psychological function. Effort seems to have been made by the author to rectify the lack of attention to our organized counseling service by using synonymously the terms personnel worker, guidance worker, and counselor. Using these titles as synonymous terms certainly does not aid in any description of this vital area in student personnel work.

Mueller does identify many problems and concerns in student personnel work, but one shortcoming seems worthy of note: she has not offered the "frontier thinking" so vitally needed in this area. Specifically Mueller pays scant attention to the emerging concept that the learning and teaching processes outside the classroom are prime responsibilities of college personnel workers and that the integration of goals in higher education can be vitally interwoven with the specific functions which personnel workers perform. It seems unfortunate in a book of this scope that Mueller does not give more weight to the growing idea that learning and personality theories are used in a very meaningful way in college student personnel work.

Perhaps the book's best use will be in programs for training college personnel workers. However, if used in this way, both the student and the professor must be sensitive to many of the references which are from ten to thirty years old. Of course, many of these references are sound, but research findings which have become available in recent years are not adequately cited. For the practicing college personnel worker this book may serve a provocative function in helping the practitioner organize his commitments and his research interest. If the book accomplishes this, which it probably does, it is well worth the author's efforts and commands the attention of those in the field.

Experimental Bargaining

Sidney Siegel and **Lawrence E. Fouraker**

Bargaining and Group Decision Making: Experiments in Bilateral Monopoly. New York: McGraw-Hill, 1960. Pp. x + 132. $4.90.

Reviewed by GEORGE KATONA

The late Sidney Siegel, one of the authors, was at the time of his death Research Professor of Psychology at Pennsylvania State University. In 1956 he wrote Nonparametric Statistics for the Behavioral Sciences (CP, *April 1957,* **2,** *102f) and in 1957 there appeared the book, co-authored with D. Davidson and P. Suppes,* Decision Making: An Experimental Approach (CP, *April 1958,* **3,** *91f). Lawrence E. Fouraker is an economist who was located at Pennsylvania State University when the present book was written but who now is a lecturer in the Harvard Business School. George Katona, the reviewer, is Professor of Psychology, Professor of Economics and Director of the Economic Behavior Program of the Survey Research Center, all at the University of Michigan. Originally an experimental psychologist associated with Max Wertheimer, he moved on into journalism and into economics. But then he found, or was found by, economic psychology and there he has been for the last twenty years. The latest of his books is* The Powerful Consumer, *published in 1960. (*CP, *June 1961,* **6,** *216). Two more are:* 1960 Survey of Consumer Finance *and* 1961 Survey of Consumer Finances.

THIS short book contains a report on a series of experiments which add to our knowledge in a greatly neglected area. It seems to the reviewer that books containing reports on experiments are quite rare nowadays, much rarer than at earlier times, and therefore the publication of this book is most welcome.

A psychologist and an economist have collaborated here to erect, as they say, a bridge between the two disciplines. Methods of experimental social psychology were employed to test propositions of economic theory. Instead of studying individual choice behavior, the exploration of group decision making was carried a step further.

Economists have devoted a fair amount of theorizing to bilateral monopoly, that is, to a situation in which a single buyer is confronted by a single seller and the two must reach agreement about the quantity purchased and its price. Siegel and Fouraker created a bargaining situation in which two subjects, a buyer and a seller, compete with each other in order that each should reap the largest possible profit (the more one makes, the less does the other make). Each of the two bar-

gainers was fully informed about his own situation and prospects—tables were given to the seller specifying his cost function and to the buyer specifying his revenue function—but in most experiments they were in the dark about the other's situation. The amount of information available to the bargainers, the steps leading to larger or smaller profits, as well as the bargainers' level of aspiration were varied. Siegel and Fouraker found that under conditions of bilateral monopoly there is a tendency for bargainers to maximize the joint payoff. With this finding they demonstrate that it is possible to create experimental conditions under which two people behave as economic theory postulates. But they also found that personal characteristics of the bargainers (toughness, unwillingness to yield) and their levels of aspiration were major determinants of differential payoff and therefore of the outcome of bargaining negotiations. In other words, important dimensions of the agreement could not be predicted from economic considerations alone.

The authors acknowledge that their procedure eliminates several variables which may be important in bargaining. They have done so "at this stage of their research program" with the expectation of manipulating other variables in future studies. Granted the advantages of step-wise research design, it is still necessary to list the major factors eliminated in the experiments: interpersonal perceptions and relations (the two bargainers do not meet), personality traits (the bargainers are not tested), learning by experience (each subject bargains once only), strength of the bargaining position (the bargainers have equal means), uncertainty about one's own profit prospects (in this respect the bargainers receive full information), competition among buyers or sellers (excluded by the definition of bilateral monopoly), objectives and goals of the bargainers (each is instructed to maximize profits).

Under these circumstances it cannot be said that the authors have contributed much to our understanding of the bargaining process. The limits of their success may be attributed to the fact that they did not go far enough in varying experimental conditions, as could have been done, for instance, by using stooges. (The reviewer understands that after the publication of the book and prior to the recent untimely death of Sidney Siegel, the authors carried out experiments with unequal bargaining strength and with competition among two or three sellers, leading to the identification of distinct bargaining types.) Alternatively, however, the limited success of the authors may be due to limitations of the experimental method: participant observers and interviews with real bargainers might in some respects be superior to a study under controlled conditions. From the present book it appears that the major function of controlled experiments in economic psychology is a contribution to formulating new hypotheses!

Finally, it is possible that the limited success of the authors is the result of their notions about economic psychology. The authors set out to subject economic *theory* to controlled experimentation and to *apply* psychological insights and methods to the high levels of abstraction embodied in economic theory. But economic psychology need not be applied psychology. When a team of investigators attempts to study various forms of social and economic behavior, they might aspire to contribute to a valid behavioral theory rather than to choose among different economic models, each of which represents slight variations of the same theoretical approach. On the other hand, no doubt, gradualism has its merits as well and has been applied by Siegel and Fouraker in an area in which a more radical approach has not been tried.

A Person Is a Person Is a Person

Frederick C. Thorne

Personality: A Clinical Eclectic Viewpoint. Brandon, Vt.: Journal of Clinical Psychology, 1961. Pp. xi + 222. $6.00.

Reviewed by JAMES F. T. BUGENTAL

Frederick Thorne, editor, author, psychologist and psychiatrist, has essentially the same biography described in connection with the recent review of his book Clinical Judgment (CP, *March 1962,* **7,** *82). James F. T. Bugental, a postwar PhD from Ohio State, taught full time at UCLA for some years before branching out into clinical practice in the Los Angeles area. He is now a partner in Psychological Service Associates, a private consulting group rendering clinical and industrial services. Psychologists in California look to him for assorted kinds of leadership. Among other things he has been a recent president of the State Psychological Association and is now serving as the farsighted and perhaps mildly revolutionary chairman of the farsighted and perhaps mildly revolutionary Board of Directors of the Service and Training Center of the Los Angeles Society of Clinical Psychologists.*

IN A PERSONAL communication Dr. Thorne says that the words of the title are those with which he originally planned to open and close his book. They are words which emphasize that "you cannot get away from the Person in personality study," he says. In a way that recognition and that manner of its expression constitute both the strength and the weakness of this book. Dr. Thorne has undertaken a monumental project; that he falls short of achieving it is more a product of the size of the task than it is of the inadequacy of the attempt.

"While still a graduate student, about 1933, the author first envisioned the possibility of gathering together, eclectically, all the scientific psychological information available at time and place, into a comprehensive system of clinical basic science and clinical practice." In these words the Preface of this book opens. And Dr. Thorne attempts to do

just this, to establish a conceptual structure comprehensive of all theories, of all methodologies, of all primary data about human personality. He seeks to embrace the reflex arc and the Rorschach, the examination of the sensorium and the meaning of the existential crisis.

Unfortunately the method through which Dr. Thorne tries to implement this task is too idiosyncratic to serve the catholicity of the purpose: "This book was written by the free associational method in which we (Thorne has served so long as an editor that he easily lapses into this form) started with a few general postulates derived from experience and then proceeded to free associate on these topics until creativity was exhausted . . ." (p. xv). The result, as Thorne himself recognizes, is a book without regular citations to sources and without case material (except for a few brief anecdotes). The latter shortcoming is especially unfortunate in a book avowedly grown from clinical soil.

The essence of the point of view advanced by the author is that all data about personality must be brought into interrelation through what he terms "operational" statements of "etiological equations." This is not the operationism of Hullian psychology; rather it is the attempt to state in process terms what is meant by a particular concept or viewpoint. For example, the view of "behaviorism, neobehaviorism, and learning theory" is said to be rendered operational in the equation (p. 31):

$$\text{"}\Psi = f(CR_{ap} \times CR_{av})$$

where CR_{ap} indicates conditioned approach reactions, and CR_{av} indicates conditioned avoidance reactions," and Ψ indicates personality.

THORNE seems to use as his basic processes two sets of concepts. One is that of personality dynamics. The other, an examination of the phenomenological-existential givenness of the human condition. Of personality dynamics, he identifies two kinds (p. 53): the organizational (organization, integration, and unity) and the "regulatory or defensive." However only the former are directly and explicitly enlarged upon, though the latter seem to be implicit in several sections.

In examining the phenomenological-existential condition of the human personality Thorne deals with the self, personality time and space, meaning, becoming, the person in the world, and similar topics. His coverage of these is frequently stimulating, often moot.

While the whole of the book is apt to leave the reader feeling the promise was greater than the fulfillment, there are sections of unusual merit and creativity. The chapter on the "Stream of Life" well emphasizes the ongoing, process nature of personality, insists that attention must be given to volition and will, and inquires into the phenomenology of time and time-binding. Another chapter, "The Nature of Becoming," attempts an inquiry into the nature of self-transcendence but is limited by certain assumptions which constrict its perspective. Among these would be the acceptance of homeostasis as the "master motive" (p. 59), the setting of self-interest in opposition to altruism (p. 180), and the devaluing of the role of the unconscious in normal functioning (p. 53).

This book evidently is intended for the highly sophisticated reader. Repeatedly Thorne notes that "it is expected that the reader will be thoroughly familiar with . . ." such matters as "basic science psychology," Freudian psychoanalysis, experimental-statistical psychology, etc. But the sophisticated reader may still be sometimes puzzled when Thorne uses familiar terms with unfamiliar connotations, without making explicit that he is doing so, viz, "operational," "ego," "acting out," "self-concepts," "existential anxiety," etc.

The highly subjective nature of the synthesis being described is evidenced in the frequent asides which attack "dialectic theorizing and systematic concept-building" (p. xii), "professors teaching the so-called psychology of personality" (p. 25), "experimentalist-statistician reader(s)" (pp. 75-6), etc. It is this very subjectivity which portrays the stage of eclectic personality psychology today.

The applied psychologist must formulate and constantly develop a synthesis of as much of the entire body of psychology as he can. If he is responsible, he will recognize areas of inadequate knowledge, but he must always be developing operating assumptions at the border between the known and the unknown. If he is not aligned with a particular school, his degree of uniqueness is apt to be great. Such implicit integrations vary from well-evolved and consciously verbalizable to largely implicit and poorly collated. In any event, there is probably no psychologist who can completely set forth his own eclectic view. Each man's "theory" remains in many ways a personal and subjective construction.

What Thorne has attempted is what psychology has much need to have done: to make public the personalized integration of observations, concepts, procedures, and relations which a mature worker in the applied field has evolved.

In summary: Dr. Thorne has brought to bear on the phenomenon of human personality the distillation of many years' experience as a student, Psychologist, psychiatrist, editor, and author. He has attempted a monumental task of synthesis. Doubtlessly, for Dr. Thorne, the pieces are beginning to fall into place. But this reviewer feels that the present stage of our knowledge and communication in psychology is such that this sort of synthesis is still not transferable, is still a highly personalized and even subjective, creative product. Reluctantly, it is concluded that this book does not achieve its goal. Psychology has much need of a conceptual edifice which would be a truly embracing eclectic statement. Dr. Thorne has begun the attempt to build it.

Viewing Value Variations

Otto von Mering

A Grammar of Human Values. Pittsburgh: University of Pittsburgh Press, 1961. Pp. xx + 288. $4.50 (cloth) $3.50 (paper).

Reviewed by HOWARD A. ROSENCRANZ

Otto von Mering, who received his doc-

torate in social anthropology from Harvard University, is Associate Professor of Social Anthropology in a) the Department of Psychiatry at the Medical School of the University of Pittsburgh and b) the Department of Anthropology of the School of Liberal Arts of the same institution. In 1957, with Stanley King, he authored the book Remotivating the Mental Patient. *The reviewer, Howard A. Rosencranz, holds a similarly double barreled appointment at the University of Missouri. He is an associate professor in a) sociology and anthropology and b) psychology. His doctorate is from Michigan State University, in sociology and anthropology, and his research and teaching has been in the broadly defined area of social psychology.*

GROWING out of a six year intensive research program of the Laboratory of Social Relations, Harvard University, a program centered in the area of human value and behavior patterns, this independent study by Otto von Mering represents a solid contribution in both a theoretical and an empirical sense. In order to facilitate his research design the author integrates a wide range of ideas from the behavioral sciences and philosophy into a general theory of valuations. This composite theory is used as a basis for actual research among two sub-cultures of the American Southwest.

The following hypothesis is formulated:

> "As intensity of personal contacts with other cultures increases, individual and group standards of valuation tend to become less narrow or restricted, less simple in content and more comprehensive."

In testing his hypothesis the author restricts himself to two cultural groups interacting with a third group; i.e. the settlers of Homestead, Texas, and the village of Rimrock, Texas, interacting with the Navaho Indian. Although the hypothesis is not definitely proved or disproved, and although the sub-cultures studied are small and atypical (almost complete membership consisting of twenty-five males aged twenty-five to fifty-five in each of the two groups) many fresh insights into values and valuing are uncovered in the process of the study.

The four realms of value (defined as "simplistic," "comprehensive," "isolated personal" and "inclusive interpersonal") invite consideration in subsequent research; the proposition that a strong valuative link exists between a preference for simplistic values and an emphasis on isolative personal values on the one hand, and between comprehensive and inclusive interpersonal values on the other throws light on relative "value trends." Data from Homestead fit particularly well the anticipated pattern of a high degree of simplistic values and low degree of comprehensive values.

Methodological and analytical substance is provided by the categorization of responses into value realms. No step in analysis is omitted; if any fault is to be found it is the inclusion of too much of the decision making in respect to what should be considered a "value" and what an attitude. The comprehensive interviews attest to the fact that the author gained excellent rapport in his three-pronged role as research worker, participant observer, and as an individual with his own habits and personality traits. The interview responses in themselves are not only enlightening but intensely interesting and readable. The small group interactional technique used by von Mering has aspects that are new and different in social research and will undoubtedly assist and inspire future field investigations.

This Theme-Controlled Discussion Technique (used in the interviews), yielded a classification of persons according to central value orientations as well as extreme types with variant value profiles. Carefully drawn figures and diagrams depict the unique shape of each culture in respect to its value patterns. In the author's words the end result of the valuing behavior in these two communities can be described as "a variegated process of shifting and stressing, of scaling and weighting, of combining and balancing particular values within a cumulative drift in several value directions." Yet each culture seems to strive for some consistency and organization in its manner of valuing, the settlers preferring simplistic values and the villagers of Rimrock trying to balance off divergent value trends.

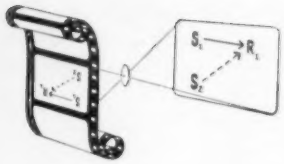
Perhaps the greatest contributions of this book lie in a) the formulation of four distinct realms of valuing, b) the detailed and painstaking interviewing procedures and, c) the wealth of analytical description concerning the two small sub-cultures. In answer to some of the persistent concerns of social science the *Grammar of Values* should aid in delineating and clarifying many aspects of individual as well as group values in both the personal and social facets of daily life. When further research demonstrates that von Mering's value type system has applicability to other cultures and sub-cultures, then, his *Grammar of Values* might truly reflect the universality which the title implies. Finally, in contrast to the typologies of Riesman and Spranger, the utility of von Mering's value scheme is limited both by its abstract level and by the methodological complexity.

In charge of advertising we find an anti-democratic, because anti-rational, Mr. Hyde—or rather a Dr. Hyde, for Hyde is now a PhD in psychology and has a master's degree as well in the social sciences. This Dr. Hyde would be very unhappy indeed if everybody always lived up to John Dewey's faith in human nature. Truth and reason are Jekyll's affair, not his. Hyde is a motivation analyst, and his business is to study human weaknesses and failings, to investigate those unconscious desires and fears by which so much of men's conscious thinking and overt doing is determined. And he does this, not in the spirit of the moralist who would like to make people better, or of the physician who would like to improve their health, but simply in order to find out the best way to take advantage of their ignorance and to exploit their irrationality for benefit of his employers.

—ALDOUS HUXLEY
Brave New World Revisited

INSTRUCTIONAL MEDIA

Edited by A. A. Lumsdaine



Two More on Testing

John J. Hanitchak

The Standardized Test—An Educational Tool. International Film Bureau. (322 South Michigan Ave., Chicago 4, Ill.) Twenty-five minutes. Purchase price $230.00 for color; $125.00 for black and white; sound. Not available for rental.

Introduction to the Stanford-Binet Test of Intelligence. Chicago: International Film Bureau. Twenty-two minutes. Purchase price $225.00 for color; $100.00 for black and white; sound. Not available for rental.

Reviewed by MAY V. SEAGOE

John J. Hanitchak authored the two films here reviewed while he was Associate Professor of Education at the University of Kansas City, having come there via graduate work at Syracuse and Cornell, rehabilitation counseling, and research for the Air Force on crew coordination at Ohio State University. He is currently Professor at the Institute of Education and Research, University of Punjab, in Lahore, Pakistan. His main interests are in counselor training, research in reading, and educational evaluation. The reviewer, Dr. Seagoe, is a Past President of APA Division 16 and a Fellow in Divisions 2, 16, and 17. She is Professor and Assistant Dean in the School of Education at the University of California, Los Angeles. Dr. Seagoe's concern for both the "pure" and complex in psychology as well as for the practical demands of education leads her to such diverse activities as writing numerous articles for psychoeducational journals, giving educational psychology courses to embryonic teachers, practicing counseling psychology, and pressing for special adaptations to exceptionality in school programs. Her recent text, Teacher's Guide to the Learning Process, *was published by William C. Brown in 1961.*

THE growth of the testing movement means more and more that the consumer must understand what it is all about. The psychologist who works in schools, the teacher who must give an achievement test, and the college instructor in educational psychology must interpret tests. An overview of concepts and terminology is needed, all in a palatable capsule. This need is the focus for these films.

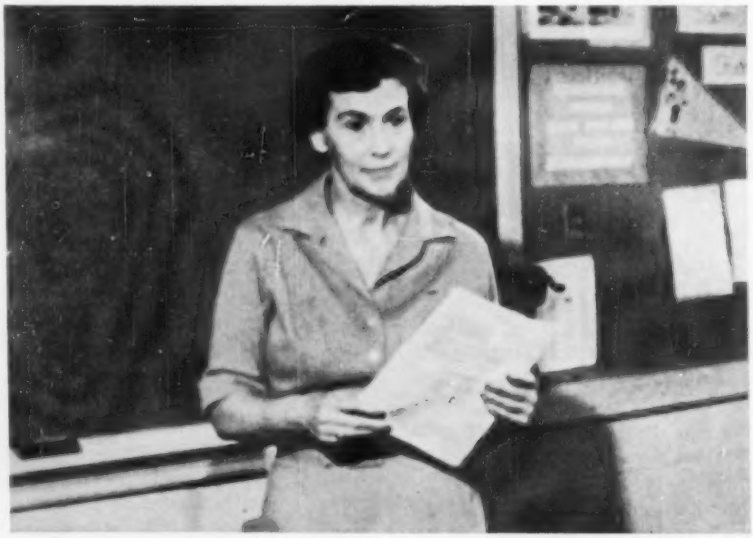
The Standardized Test—An Educational Tool begins with the idea of the test as a controlled judgment, then moves to the use of a reading test in an eighth grade. It presents criteria for selection of a test, administration, scoring, norms, and interpretation of test results.

As a presentation of measurement, the film is unique. It gives much information in a short span. Diagrams, charts and printed outlines are particularly effective. The viewer joins the teacher in finding out more about the clear portrayal of teacher-student interaction in testing and the limits of interpretation are excellent.

The film moves slowly at first, laboring the obvious. Then at machine-gun tempo come reliability, norming, validity, error, and normalcy of distribution. The viewer can follow the rapid-fire technical material only after they have met it in class or related material. Definitions can be presented in books; films should provide extension or illustration.

The film creates a minor problem by its very nature. Limiting the portrayal to a single subject and a single grade creates a clear picture of the testing process. But it also creates the impression that reading is the only subject for which tests are used, and then only in the eighth grade.

A more serious fault lies in the emphasis on teacher choice of test. The criteria for selection were excellent, but the off-hand statement that "the teacher should secure professional advice if



Teacher standing before class, announcing the test, a little less than half way through the film—probably 8 to 10 minutes

possible" seems inadequate in these days of counselors, city and county guidance services, school psychologists, and state testing programs. The teacher seldom has either the background or the freedom to choose a test in the manner suggested.

The overall rating of the film is "very well done." Its greatest value lies in giving students planning to teach in the near future and teachers new to the field some idea what a standardized test is and how it can be used.

Introduction to the Stanford-Binet Test of Intelligence applies the same concepts. The teacher needs to assess learning potential. Illustrative test situations shows types of tests, use of the manual and sequence of tests. Finally, the intelligence test leads to a case conference.

As with *The Standardized Test—An Educational Tool*, the presentation is clear, logical, and fair. The stress on establishing rapport, on encouraging the child, and on balance in interpretation is again excellent.

In presenting the test itself, however, more time might well have been given to the make-up of the test and its history, with more illustrations of test items at more age levels. The older film, *Testing Intelligence with the Stanford Binet* (*PCR* #2031; 1950), is more complete though less cohesive [see *CP*, June 1960, **5**, 207 for distributors' address].

The emphasis on special training of the psychologist administering the test is excellent, but the handling of the test itself failed to show real expertness. The choice of seating arrangement, the manual propped up before the record booklet almost as a barrier between examiner and child, the frequent "um-huh!", and the impassivity of the examiner fall short of optimum testing conditions.

The viewer remains a viewer throughout the film, leaving a sense of aloofness. He identifies with the child being tested and the teacher who helps him, not with the examiner.

The narration of the film leaves much to be desired. There is far too much of it, and too much watching the examiner talk about generalizations. The dialogue lacks the sophistication appropriate for a college upper division audience. It is even distracting at times. There is too little illustration and no printed word reinforcement. In brief, it fails to adequately use visual film media.

On the other hand, the case history is interesting and the teacher's action to eliminate the problem behavior is valuable. More centering on children would improve the film.

The case conference itself is static.

Examiner establishing rapport or encouraging on difficult items—about half way through film.

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There is an acceptable staff, a good solution, a good outcome for the case. But the process by which the decision was reached is omitted. The testing and case conference sequences in *Angry Boy (PCR* #2072; 1951) and *Shyness (IFB; McGH; PCR* #136.7-31; 1953) are superior.

The film is helpful for potential elementary teachers in understanding an important disgnostic instrument which too often remains only a name. But it does little to extend concepts that can be gained through reading, and it is deadly in its prolonged focus on the narrator speaking.

ON THE OTHER HAND

In this Department CP *invites discussion of reviews and of books reviewed. Here is the place for that kind of intellectual dissent that promotes progress in understanding. Let your criticism be* ad verbum, *not* ad hominem. *Seldom does a criticism merit more than half the space of the text criticized—never more than equal space and then only when the letter is interesting and well written.* CP *edits letters when it thinks they should be. Single-spaced letters will be returned for double-spacing.*

COMBS, WYLIE AND SELF

Perhaps one should not contest with the writer of a generally appreciative review consistent with one's own attitudes. However, specific criticisms should be answered when they are clearly not merited. In his review of Ruth Wylie's *The Self Concept* (*CP*, Feb. 1962, **7**, 53-54) Combs was, I think, quite wrong in attributing to Dr. Wylie naiveté about the shortcomings of self report devices for the assessment of the self concept. Although Combs maintains that Wylie "appears to accept without protest self-report studies as bearing directly upon the self concept," even a casual perusal of the book reveals many instances in which the inadequacies of the self report device are specifically considered from the standpoint of a methodology considerably more sophisticated than most such devices have ever encountered. Ignoring the bothersome questions of how one might be expected to study the phenomenal self other than by asking a person to tell about himself, Wylie has certainly been a lot less taken in by the self report than many of the investigators who made use of it and self reported their studies as relating to the self concept. As only one example of the many places in which astute comments are made about the non-veridicality of self-reports, on p. 24 Wylie says, "We would like to assume that *S's* self-report responses are determined by his phenomenal field. However, we know that it would be naive to take this for granted, since it is obvious that such responses may also be influenced by (a) *S's* intent to select what he wishes to reveal to the *E;* (b) *S's* intent to say that he has attitudes or perceptions which he does not have; (c) *S's* response habits, particularly those involving introspection and the use of language; (d) a host of situational and methodological factors which may not only induce variations in (a), (b), and (c), but may exert other more superficial influences on the responses obtained." Other comments in the same vein are to be found on, among others, pp. 27, 107, and 322. If it is true as Combs says that "a very few of the studies are about the self concept," he would do a service to identify them so that they may be especially studied and emulated if they meet the methodological demands that are appropriate.

Dr. Wylie is also accused of failing to criticize the studies on the self concept from a conceptual view. Combs is undoubtedly correct in his belief that the fundamental problems lie in the conceptualization of the self and the self concept. However, he is not alone in his belief, for very similar doubts are expressed by Wylie in many places, e.g., pp. 7-8, 317, 318, 319, 320. Again, to take but one example, on pp. 21-22 it is stated that, "Sometimes these theories have been expressed in terms of a series of 'laws' or 'postulates' relating the inadequately defined constructs. Such a form leads one to search for determinateness and internal consistency in the set of statements. However, the shape of the function, the range over which the relationship is supposed to hold, or the manner of the interaction between the joint determining factors is typically not specified. It appears to the present writer that there are occasional contradictions between one proposition and another, but it is often impossible to be sure. As a consequence, directional hypotheses are not always clearly implied, and plausible interpretations of trends which go against the predicted direction are often possible."

As is stated clearly in the review, Wylie is not to be blamed for the sad state of affairs in the self concept literature. She is no more to be blamed for inadequacies for one sort than another. Her book reveals clearly that she, at least, has a firm comprehension of all of them.

LEE SECHREST
Northwestern University

ON SCRIVEN ON ROYCE

M. Scriven's review of Royce, *Man and His Nature (CP,* Mar., 1962, **7**, 103) admits that objectivity here is difficult. Several points in his review confirm this.

Scriven says the viewpoint is "very alien to that of the better contemporary psychologists"—does he not consider Murphy, Maslow, Allport, Cantril, Hilgard, etc. among the better? Other reviewers have noted that Royce's views are far from alien. This is a theme of the book so well documented that it is unfair of Scriven to seize upon the one place which lists only Catholic authors.

If he disagrees with them, let Scriven argue with Hilgard about learning, or with Yerkes about chimps, or with those who work with computers and complain that the machine leaves them so much thinking to do. And the terms he finds "obscure and archaic" are such only to one not a student of scholastic philosophy, for whom the book was written.

Scriven incorrectly accuses Royce of lumping those who deny immortality because of preconceived materialism with those who consider only arguments from occultism. It is likewise unfair to lead off a list of objectionable items with the

word "faculties," since the only mention of the term is to repudiate it.

When he says the argument about the relation of deliberation to self-determination "assumes that a predetermined process cannot be a necessary condition for something," Scriven reverses the argument: the question is not whether deliberation is determined, but whether it or the Self determines *choice*. Deliberation is a necessary condition for choice, but it does not necessitate a decision.

JAMES J. FREER
University of Detroit

SCRIVEN ON FREER

Suppose Father Royce makes N major claims in his book. For many particular values of n = 1,2,...N, there are notable psychologists who agree with him on that point (Thesis 1). None agree with all his major claims (Thesis 2). I take his "viewpoint" to be the sum of his major claims (Definition). Hence my conclusion, which can hardly be refuted by Freer's letter (Thesis 1) since it is one of the premises.

If the book was written for "a student of scholastic philosophy," then (a) he should not have said otherwise in the introduction (p. v), and (b) it seems even more reasonable to describe some of its language as "obscure and archaic" to readers of *CP*.

I stand on my other points, including my conclusion in which I compared the book favorably with the philosophical efforts of "the better contemporary psychologists."

MICHAEL SCRIVEN
Indiana University

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